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ABSTRACT

This issue of Educational Research in Norway is the fourth in a series of biannual surveys. It covers 144 projects conducted in 1977 and 1978. Projects are grouped and cross-referenced according to the facits and subfacits of the EUDISED Thesaurus (European Documentation and Information System for Education). Serial numbers are followed by project titles which, if not originally in English or French, are translated into one of these languages. EUDISED descriptors are given in English and French languages. For each entry, information is presented on an identification number, country of origin, designation of whether the project is on-going or has been completed, name or names of researchers, project supervisors, sponsoring institution, research institution, publications which resulted from the project, and an abstract in the English language. The document concludes with an author index and subject indexes in English and French. (DB)

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# SURVEY OF

# EDUCATIONAL RESEARCH

# IN NORWAY 1977-1978

EDITED BY ROLF KRISTIANSEN

THE ROYAL MINISTRY OF CHURCH AND EDUCATION

THE DEPARTMENT OF RESEARCH AND PLANNING

OSLO 1981

SO 013 555

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# I N T R O D U C T I O N

The present issue of Educational Research in Norway is the fourth in a serial of biannual surveys. From 45 projects described in the 1971-72 issue, this issue covers 144 projects.

As part of a co-production with the Council of Europe, the project descriptions appear with a lay-out similar to the EUDISED R & D Bulletin. Of the projects covered in this issue, 47 are transferred for publication in the Bulletin and inclusion in the European data-base. The remaining projects are part of the Norwegian data-base. (EUDISED: European Documentation and Information System for Education.)

The researchers have given information on their projects, and the survey is produced from the data-base generated from this information. Computerization and production of the material for this issue have been done at the Teachers College for Commercial Education (SLHK), and pupils in a training workshop at an institution for mentally retarded have printed and bound the survey.

The projects are grouped and given identification number according to the facets and subfacets of the EUDISED Thesaurus. The first three digits of the identification number are taken from the facet to which the project belongs (page vi and vii). The number is followed by the title of the project which, if it is not in English or French, is translated into one of these languages.

In the next line the country is indicated by means of the ISO code (eg. NO for Norway); project status is indicated by O or C, where O stands for on-going and C for completed projects; the years given refer to the beginning and completion of the project. The numbers following refer to the subfacets of the Thesaurus.

In the following line the name(s) of the researcher(s) are given. (sup.) indicates the person(s) supervising the project. Inst. stands for the institute or organisation where the research is/was carried out, eventually followed by the name of the parent institution. Fin. indicates the source of finance if provided by a body other than the institution/organisation.

The subsequent lines contain EUDISED descriptors first in English and then in French, followed by the description of the project. The abstract indicates in particular the aims, the

methods and, in the case of a completed project, the results. Finally, publications from the project are listed. For further demonstration, see page v.

An index of names and a subject index giving first in English and then in French the identification numbers of projects, conclude the survey.

Further copies of Educational Research in Norway 1977-78 can be ordered from:

Avdeling for planlegging og utredning
Kirke- og undervisningsdepartementet
Boks 8119, Oslo Dep
N-OSLO 1

Those who are interested in particular projects are kindly requested to write the project leader at the address indicated.

Comments on the survey as a whole, the selection of projects, presentation, serious errors and ommitments should be addressed to the editor

Educational Research in Norway
Rolf Kristiansen
P. A. Holms vei 21 B
N-OSLO 11

Corrections:

The following projects have been moved from their correct place according to the identification number:
1127603 is found at page 21
1127604 is found at page 22

1147608 : Correct institution is Nordland distriktshøgskole (Nordland Regional College), N-8000 Bodø.
1627603 : Name of institution should be translated to Central Bureau of Statistics.
1627804 : Project title is Variabler som influerer på lærerreaksjoner i simulerte klasseromssituasjoner. (Variables influencing teacher reactions in simulated classroom situations.)
2717801 : Name of institution should be translated to The Norwegian Research Council for Scientific and Industrial Research.

identification number — title of the project

ISO code
NO for Norway

1627801

Hovedfagsstudium i skolerettet fysikk. (Postgraduate course in educational physics.)

O for on-going and
C for completed projects
year

NO o 1974- 16200 x 12500 x 12100 ← subfacets of the EUDISED Thesaurus

name(s) of the researcher(s)

Solheim, Asbjørn; Kolbenstvedt, Hans; Mork, Kjell; Stegavik, Kaare; Østgaard, Erlend; Harbo, Torstein; Evensen, Annbjørg Ulset; Kjønes, Nils;

person(s) supervising the project

Olsen, Haakon; (sup.) Johnsson, Anders; (sup.)

institute or organisation

Inst.: Fysisk institutt (Institute of Physics) and Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

parent institution

University of Trondheim

EUDISED descriptors

teacher education; science education; applied sciences; physical sciences; physics; secondary school; curriculum development;

formation des enseignants; education scientifique; sciences appliquees; sciences physiques; physique; ecole secondaire; elaboration de programmes d'etudes;

abstract

"Educational physics" is a study line intended for students who want to become teachers in secondary schools. The courses are created jointly by the departments of physics and education at the University of Trondheim. The candidates are examined and evaluated simultaneously by both of the departments, but the study as a whole is integrated within the activities of the department of physics. The department wants in this way to participate in curricular developments and teaching activities in Norwegian schools; e.g. new teaching projects will be proposed within the framework of this study line. Successful candidates are expected to be better prepared to handle critically new and changing educational demands in the schools.

In addition to their physics studies, the students have to make a thorough study of national or international projects, e.g. Nuffield, IPS, SCISP etc. These projects together with the educational training, provide the basis for the students in an independent way to transfer parts of the physics into a new educational situation.

publications

Publ.: Solheim, Asbjørn: Om skolerettet hovedfagsutdanning i fysikk ved Universitetet i Trondheim, Norges Lærerhøgskole. Den høgre skolen, 1975:14.

## *PRESENTATION DES PROJETS D'APRES LA STRUCTURE DU THESAURUS*

10000 ELEVE. ETUDIANT. CHERCHEUR
10100 ENFANT. ADULTE
10200 ETUDIANT
10300 DOUE. HANDICAPE
10400 ETRANGER. MIGRANT
10500 SALARIE. TRAVAILLEUR
11000 ETABLISSEMENT D'ENSEIGNEMENT
11100 SYSTEME D'ENSEIGNEMENT
11200 EDUCATION PRE-SCOLAIRE. ECOLE MATERNELLE
11300 ENSEIGNEMENT PRIMAIRE. ENSEIGNEMENT SECONDAIRE ENSEIGNEMENT SUPERIEUR
11400 EDUCATION DES ADULTES. EDUCATION PERMANENTE. FORMATION PROFESSIONNELLE
11500 CENTRE DE LOISIR. ORGANISATION DE JEUNESSE
11600 EDUCATION DE MASSE
12000 PROGRAMME D'ETUDES
12100 MATIERE D'ENSEIGNEMENT
12200 ALPHABETISATION. LECTURE. ECRITURE
12300 SCIENCES DU LANGAGE
12400 LITTERATURE
12500 MATHEMATIQUES. EDUCATION SCIENTIFIQUE
12600 SCIENCES SOCIALES. HISTOIRE. PHILOSOPHIE
12700 ART. MUSIQUE. PAROLE
12800 EDUCATION PHYSIQUE. EDUCATION SANITAIRE
12900 MEDECINE. INGENIERIE. AGRICULTURE. COMMERCE
13000 METHODE PEDAGOGIQUE
13100 ENSEIGNEMENT.FORMATION
13200 MICROENSEIGNEMENT. ENSEIGNEMENT EN EQUIPE
13300 DIRECTIF. NON-DIRECTIF. PEDAGOGIE DE GROUPE
13400 TRAVAIL DE CLASSE
13500 DISCUSSION. TECHNIQUE D'INTERROGATION
13600 RECREATION. VOYAGE
14000 MOYENS D'ENSEIGNEMENT
14100 MOYENS D'INFORMATION
14200 LIVRE. PERIODIQUE
14300 OBJETS DE DEMONSTRATION. MICROSCOPE. JOUET
14400 MOYEN AUDIOVISUEL
14500 RADIO. CINEMA. TELEVISION
14600 ENSEIGNEMENT PROGRAMME
14700 TECHNOLOGIE DE L'EDUCATION
15000 TRAVAIL DES ELEVES
15100 METHODE DE TRAVAIL
15200 TRAVAIL INTELLECTUEL. TRAVAIL OBLIGATOIRE
15300 MILIEU DE TRAVAIL. HEURES DE TRAVAIL
15400 TRAVAUX PRATIQUES. SUJET D'EXERCICE
15500 LOISIR
16000 PROFESSION D'ENSEIGNANT
16100 RECHERCHE SUR LA PROFESSION. STATUT PROFESSIONNEL
16200 RECRUTEMENT. QUALIFICATION. GESTION DU PERSONNEL
16300 CONDITIONS DE TRAVAIL. SYNDICALISME
17000 PSYCHOLOGIE DE L'EDUCATION
17100 PSYCHOLOGIE DE L'EDUCATION
17200 DEVELOPPEMENT DE L'ENFANT ACQUISITION DE CONNAISSANCES
17300 PERCEPTION. MOUVEMENT. DEVELOPPEMENT INTELLECTUEL
17400 CAPACITE. RENDEMENT
17500 MOTIVATION
17600 PERSONNALITE
17700 COMPORTEMENT.
17800 ORIENTATION
18000 PHYSIOLOGIE. SANTE
18100 SEXE. NAISSANCE. AGE
18200 GENETIQUE. CROISSANCE. SEXUALITE
18300 CORPS HUMAIN. ALIMENT. REPOS
18400 MALADIE. HANDICAP PHYSIQUE
18500 TOXICOMANIE
18600 SANTE. THERAPIE
19000 GESTION
19100 ORGANISATION
19200 EMPLOI DU TEMPS
19300 REGLEMENT INTERIEUR
19400 ADMISSION. INTEGRATION. CLASSE
19500 ALLOCATION FINANCIERE
19600 COURS
19700 EXAMEN. DIPLOME
20000 PERSONNEL
20100 PERSONNEL. PERSONNEL ADMINISTRATIF
20200 CORPS ENSEIGNANT
20300 ORIENTEUR
20400 PERSONNEL SCIENTIFIQUE. PERSONNEL DE BUREAU. PERSONNEL MEDICAL
21000 BATIMENT
21100 ARCHITECTURE. INDUSTRIE DE LA CONSTRUCTION
21200 SALLE DE CLASSE. LABORATOIRE. BIBLIOTHEQUE
21300 CHAUFFAGE. ECLAIRAGE
22000 EQUIPEMENT
22100 MOBILIER. FOURNITURES
22200 EQUIPEMENT ELECTRONIQUE. EQUIPEMENT DE BUREAU. EQUIPEMENT DE LABORATOIRE
23000 ADMINISTRATION PUBLIQUE. PLANIFICATION
23100 PLANIFICATION. POUVOIR
23200 GOUVERNEMENT. LEGISLATION
23300 ADMINISTRATION DE L'ENSEIGNEMENT
23400 POLITIQUE CULTURELLE. POLITIQUE SOCIALE
23500 RELATIONS INTERNATIONALES
24000 ECONOMIE DE L'EDUCATION
24100 ECONOMIE DE L'EDUCATION
24200 CONDITIONS ECONOMIQUES
24300 COUT. FINANCEMENT
25000 SOCIOLOGIE DE L'EDUCATION
25100 SYSTEME SOCIAL
25200 POPULATION. RURAL. URBAIN
25300 TRAVAIL DES FEMMES. MARIAGE. FAMILLE
25400 VIE ETUDIANTE
25500 MARCHE DU TRAVAIL. EMPLOI
25600 DELIQUANCE
25700 SERVICE SOCIAL. AIDE A LA JEUNESSE
26000 PHILOSOPHIE DE L'EDUCATION
26100 THEORIE DE L'EDUCATION
26200 CULTURE. SOCIETE
26300 DEMOCRATISATION. MONOPOLE D'EDUCATION
26400 IDEOLOGIE. RELIGION. POLITIQUE
27000 RECHERCHE EDUCATIONNELLE
27100 POLITIQUE DE RECHERCHE. REUNION
27200 THEORIE. EPISTEMOLOGIE
27300 METHODOLOGIE
28000 DOCUMENTATION. INFORMATION
28100 SERVICE D'INFORMATION. TRAITEMENT DE L'INFORMATION
28200 INDEX. BIBLIOGRAPHIE. REPROGRAPHIE
29000 ORGANISATIONS INTERNATIONALES
30000 PAYS

## *PRESENTATION OF PROJECTS ACCORDING TO THESAURUS STRUCTURE*


10000 PUPIL. STUDENT. RESEARCHER
10100 CHILD. ADULT
10200 STUDENT
10300 GIFTED. HANDICAPPED
10400 FOREIGNER. MIGRANT
10500 EMPLOYEE. WORKER
11000 EDUCATIONAL INSTITUTION
11100 SYSTEM OF EDUCATION
11200 PRE-SCHOOL EDUCATION. NURSERY SCHOOL
11300 PRIMARY EDUCATION. SECONDARY EDUCATION. HIGHER EDUCATION
11400 ADULT EDUCATION. LIFE-LONG EDUCATION. VOCATIONAL TRAINING
11500 RECREATION CENTRE. YOUTH ORGANIZATION
11600 MASS EDUCATION
12000 CURRICULUM
12100 CURRICULUM SUBJECT
12200 LITERACY. READING. WRITING
12300 LANGUAGE SCIENCES
12400 LITERATURE
12500 MATHEMATICS. SCIENCE EDUCATION
12600 SOCIAL SCIENCES. HISTORY PHILOSOPHY
12700 ART. MUSIC. SPEECH
12800 PHYSICAL EDUCATION HEALTH EDUCATION
12900 MEDICINE. ENGINEERING AGRICULTURE. COMMERCE
13000 TEACHING METHOD
13100 TEACHING. TRAINING
13200 MICRO TEACHING. TEAM TEACHING
13300 DIRECTIVE. NON-DIRECTIVE. GROUP LEARNING
13400 CLASSWORK
13500 DISCUSSION. QUESTIONING
13600 RECREATION. TRAVEL
14000 TEACHING AIDS
14100 MASS MEDIA
14200 BOOK. PERIODICAL
14300 REALIA. MICROSCOPE TOY
14400 AUDIOVISUAL AID
14500 RADIO. CINEMA. TELEVISION
14600 PROGRAMMED LEARNING
14700 EDUCATIONAL TECHNOLOGY
15000 STUDENTS' WORK
15100 STUDY METHOD
15200 INTELLECTUAL WORK. COMPULSORY WORK
15300 WORK ENVIRONMENT. HOURS OF WORK
15400 PRACTICAL WORK. TOPIC
15500 LEISURE
16000 TEACHING PROFESSION
16100 OCCUPATIONAL RESEARCH PROFESSIONAL STATUS
16200 RECRUITMENT. QUALIFICATION PERSONNEL MANAGEMENT
16300 WORKING CONDITIONS. TRADE UNIONISM
17000 PSYCHOLOGY OF EDUCATION
17100 PSYCHOLOGY OF EDUCATION
17200 CHILD DEVELOPMENT. LEARNING
17300 PERCEPTION. MOTION. INTELLECTUAL DEVELOPMENT
17400 ABILITY. ACHIEVEMENT
17500 MOTIVATION
17600 PERSONALITY
17700 BEHAVIOUR
17800 GUIDANCE
18000 PHYSIOLOGY. HEALTH
18100 SEX. BIRTH. AGE
18200 GENETICS. GROWTH. SEXUALITY
18300 HUMAN BODY. FOOD. REST
18400 DISEASE. PHYSICAL HANDICAP
18500 DRUG ADDICTION
18600 HEALTH. THERAPY
19000 MANAGEMENT
19100 ORGANIZATION
19200 TIME-TABLE
19300 INTERNAL REGULATION
19400 ADMISSION. INTEGRATION. CLASS
19500 GRANT
19600 COURSE
19700 EXAMINATION. DEGREE
20000 PERSONNEL
20100 PERSONNEL. ADMINISTRATIVE PERSONNEL
20200 TEACHING PERSONNEL
20300 GUIDANCE OFFICER
20400 SCIENTIFIC PERSONNEL. CLERICAL PERSONNEL. HEALTH SERVICE PERSONNEL
21000 BUILDING
21100 ARCHITECTURE. CONSTRUCTION INDUSTRY
21200 CLASSROOM. LABORATORY. LIBRARY
21300 HEATING. LIGHTING
22000 EQUIPMENT
22100 FURNITURE. SUPPLIES
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23000 PUBLIC ADMINISTRATION. PLANNING
23100 PLANNING. POWER
23200 GOVERNMENT. LEGISLATION
23300 ADMINISTRATION OF EDUCATION
23400 CULTURAL POLICY. SOCIAL POLICY
23500 INTERNATIONAL RELATIONS
24000 ECONOMICS OF EDUCATION
24100 ECONOMICS OF EDUCATION
24200 ECONOMIC CONDITIONS
24300 COST. FINANCING
25000 SOCIOLOGY OF EDUCATION
25100 SOCIAL SYSTEM
25200 POPULATION. RURAL. URBAN
25300 WOMEN'S WORK. MARRIAGE. FAMILY
25400 STUDENT LIFE
25500 LABOUR MARKET. EMPLOYMENT
25600 DELINQUENCY
25700 SOCIAL SERVICE. YOUTH WELFARE
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26100 THEORY OF EDUCATION
26200 CULTURE. SOCIETY
26300 DEMOCRATIZATION. MONOPOLY OF EDUCATION
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27100 RESEARCH POLICY. MEETING
27200 THEORY. EPISTEMOLOGY
27300 METHODOLOGY
28000 DOCUMENTATION. INFORMATION
28100 INFORMATION SERVICE. INFORMATION PROCESSING
28200 INDEX. BIBLIOGRAPHY. REPROGRAPHY
29000 INTERNATIONAL ORGANIZATIONS
30000 COUNTRIES

1037601
Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplæring av funksjonshemmede. (A social survey of organisational, educational and social problems connected with secondary schooling for the handicapped.)

NO o 1976-1979 10300 x 11300 x 23300

Skogen, Kjell;

Inst.: Statens spesiallærerskole (The Advanced College of Special Education), Granåsen 4, N-1347 Hosle.
Fin.: Ministry of Church and Education.

secondary school; handicapped; deprived; equal opportunity; educational opportunity; reform of education; administration of education;integration; follow-up study;

ecole secondaire; handicape; defavorise; egalite de chances; chances d'education; reforme de l'enseignement; administration de l'enseignement; integration; etude longitudinal;

Norway is at present introducing a reform along comprehensive lines in upper secondary education (age 16-19). The purpose of the reform is: to give students a variety of curriculum choices covering both academic and vocational courses : to establish a greater degree of equality of opportunities (geographic, social, economic); to improve educational opportunities for the whole population including physically and mentally disadvantaged.

Aims: To get relevant information to develop (a) educational options for the disadvantaged and (b) a more appropriate special-teacher training programme for teachers in the upper secondary schools.

Sample: Approximately 200 pupils who in 1976 left compulsory school (9 years) in "Møre og Romsdal" county (west coast of Norway) and who have been identified as in need of special education. Methods: This sample will be followed during a three-year period (e.g. student records; interviews with school staff, pupils and parents).

1037602

Opplæringsbehov for barn og ungdom med lærevansker. (Educational needs of students with learning difficulties.)

NO o 1975-1979 10300 x 11300

Hove, Asbjørn;

Inst.: Skolepsykologisk kontor (Centre for school psychology in Stavanger), Møllegt. 39, N-4000 STAVANGER

Fin.: Ministry of Church and Education.

educational need; special education; handicapped; attitude; curriculum; teaching programme; child; youth;

besoin d'education; enseignement special; handicape; attitude; programme d'etudes; programme d'enseignement; enfant; jeunesse;

The aims of the project are: to analyse the life situation of special class pupils some years after they have finished school in order to try to find out what kinds of special difficulty they have to face; to try to analyse their attitudes towards and opinions about the school organization and programme; to draw attention to possible implications for future planning in respect of special education.

Methods adopted comprise interviews with 80-100 former pupils of special classes in the secondary stage of the elementary school. Survey data are linked with other relevant information.

1037801

Integrering av funksjonshemma elevar i den vidaregåande skole. (Integration of handicapped pupils in vocational schools.)

NO o 1978-1980 10300 x 11400 x 19400

Tungland, Per;

Høien, Torleiv; (sup.)

Inst.: Stavanger pedagogiske høgskole (Stavanger College of Education), Telegrafdirektør Heftyesgt. 24, N-4001 Stavanger.

Rogalandsforskning (Rogaland Research Council), Box 2503, N-4001 Stavanger.

Fin.: Ministry of Church and Education.

special education; handicapped; integration; secondary school: upper secondary; vocational school; vocational training; reform of education; youth employment;

enseignement special; handicape; integration; ecole secondaire; secondaire deuxieme cycle; ecole professionnelle; formation professionnelle; reforme de l'enseignement; emploi des jeunes;

The aim of the project is to get more information about how the educational reform works in practice and what problems the pupils meet when they try to get jobs after leaving school. This project is especially concerned with the integration of handicapped pupils and their opportunities on the employment market.

The sample comprises integrated pupils and their teachers from two vocational schools. Data is collected by interview.

1037802

Ei kartlegging av verknaden av det ansvar ei rekkje offentlege instansar har for tiltak for funksjonshemma førskolebarn. (Study on the effect of the mutual responsibility of different public agencies for handicapped pre-school children.)

NO o 1978- 10300 x 11200 x 18600

Stølen, Anders;

Inst.: Skoledirektøren i Møre og Romsdal (Director of Education in the county of Møre og Romsdal), Fylkeshuset, N-6400 Molde.

Fin.: Ministry of Church and Education.

special education; exceptional; handicapped; integration; pre-school education; pre-school child; handicap; physical handicap; perceptual handicap; mental handicap; diagnosis; health service; school psychologist; parent responsibility;

enseignement special; atypique; handicape; integration; education pre-scolaire; enfant d'age pre-scolaire; handicap; handicap physique; handicap sensoriel; handicap mental; diagnostic; service de sante; psychologue scolaire; responsabilite des parents;

There is a general impression that handicapped children are registered too late by the responsible authorities, that their parents are at a loss to know the function of the system intended to help them, and that there are certain difficulties concerning collaboration between the respective agencies.

The total number of 293 handicapped pre-school children in the county are studied. This sample comprises different kinds of handicaps: physical, deaf and hard of hearing, blind and weaksighted, mentally retarded, emotionally and socially handicapped and children with severe linguistic handicaps.

An analysis of a specified registration made by the respective authorities comprising each child in the sample, and a registration of opinions expressed by the agencies concerned, regarding the function of the present system, collaboration problems and possible reforms.

1047601

En undersøkelse av forholdet mellom innvandrerbarns sosiale og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.)

NO o 1976-1979 10400 x 25100 x 23400

Opsand, Ole Petter;

Inst.: Institutt for samfunnsforskning (Institute for Social Research), Munthesgt. 31, N-Oslo 2. and

Norges kommunal og sosialskole (The norwegian State School for Local Administration and Social Work), Ravnkollbakken 40, N-Oslo 9.

Fin.: Ministry of Church and Education.

immigrant; child; social policy; social system; social structure; social inequality; educational opportunity; equal opportunity; sociology of education;

immigrant; enfant; politique sociale; systeme social; structure sociale; inegalite sociale; chances d'education; egalite de chances; sociologie de l'education;

The aims are: (1) To get a broad view of the social and educational situation of the different groups of immigrant children in Norway. (2) To get the opinion of persons and institutions involved, their definition of the situation, and to discuss the problems considered most crucial, and alternative problem-solving strategies. (3) To develop and pretest adequate methodological approaches and models necessary for applied research in this field.

Methods used are interviews of immigrant and Norwegian children, teachers and administrators, compositions and time budget surveys supported by and linked with precollected data, statistics, etc.

1127601

Ambulerende barnehagevirksomhet. (Mobile pre-school.)

NO c 1976-1978 11200 x 25200 x 11300

Samuelsen, Arne; Bjertnes, Elin;

Inst.: Førskoleavdelingen ved Telemark lærerhøgskole (Telemark College of Education), N-3670 Notodden.

Fin.: Ministry of Consumer Affairs and Government Administration. Municipality of Notodden.

pre-school education; nursery school; rural area; local community; decentralization; transport; mobile educational services; parental attitude;

education pre-scolaire; ecole maternelle; zone rurale; collectivite locale; decentralisation; transport; services educatifs itinerants; attitude des parents;



Aims were (1) to see the effects of decentralized preschooling for 6 hours a week on children from peripheral, rural parts of the municipality of Notodden, and (2) to stimulate the further

growth of pre-school activities in Notodden by involvement of preschool personnel in the local administration concerning pre-primary education and development of a positive environment for children's growing up.

Activity programmes were adapted for those children on three week-days. The activities were conducted in simply equipped rooms in peripheral areas of the municipality.

Pilot studies were carried out on parental attitudes towards pre-school activities and on short pre-school programmes. The necessary equipment and material had to be transported by bus.

The children visiting this short-time nursery school, most often from sparsely populated areas, were given the opportunity to communicate and play with other children. Activities were concentrated on play in social situations. Children with possible handicaps were diagnosticated and given special education support.

Parental attitudes were positive, and often resulted in local initiatives for further development (e.g. play groups, construction of playgrounds etc.), and formulation of needs to be met by the municipality. The municipality of Notodden has now taken over the administration of the mobile pre-school service, and the idea has spread to neighbouring municipalities, now setting up their own services.

1127602

Barnehage i grisgrendte strøk. (Nursery school in sparsely populated areas.)

NO o 1976-1979 11200 x 23200 x 25200

Langset, Olga; Gjøsund, Per Eirik; Birkeland, Louise; Høiberg, Anne-Lise;

Inst.: Nesna pedagogiske høgskole (Nesna College of Education), N-8700 Nesna.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; rural area; local community; decentralization; transport;

education pre-scolaire; ecole maternelle; zone rurale; collectivite locale; decentralisation; transport;

The aim of the project is to develop pre-school services adapted to the specific conditions in sparsely populated areas, and to the needs of the child and its family.

A pre-school teacher visits four small pre-school groups in a sparsely populated coastal area once or twice a week. A mini-bus is used for transporting children and play (teaching) material. The effect of this activity is recorded by the

teacher and the parents, who keep close and frequent informal contact.

As soon as a sufficient amount of data is available, they will be analyzed and results from the project will be reported in the first part of 1979.

1127605

Gruppesammensetning og sosial akseptering. (Group composition and social acceptance.)

NO O 1974-1979 11200 x 17200

Fløtre, Kjell-Erik;

Inst.: Barnevernsakademiet i Oslo (Academy of Early Childhood Education), Prof. Dahls gate 26, N-Oslo 2.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; child development; pre-school age; social interaction; social adjustment; age difference; peer group;

education pre-scolaire; developpement de l'enfant; age pre-scolaire; interaction sociale; adaptation sociale; difference d'age; groupe d'egaux;

Few reports on cross-age child-child interactions represent severe limits concerning our evaluation of the benefits of age-mixing in pre-school groups. The aim of the present project is to trace the impact of age-mixing within children's groups on the social interaction, social acceptance or rejection of the individual child 3-7 years of age in Norwegian pre-school institutions.

The methods used are systematic observation in free-play sessions and structured interviews with children in homogeneous and heterogeneous groups.

Publ.: Fløtre, Kjell-Erik: Førskolebarn, sosial status og gruppetyper. Barnevernsakademiet, Oslo 1974. 14p. mim.

Fløtre, Kjell-Erik: Gruppesammensetning og sosial akseptering. Barnevernsakademiet, Oslo, 128p. mim.

Fløtre, Kjell-Erik: Gruppesammensetning og sosial akseptering i barnehagen. In: Om barnehageforskning, Forbruker- og administrasjonsdepartementet, Oslo, 1975. pp. 51-66

Fløtre, Kjell-Erik: Sosial interaksjon. Konflikter blant barn i førskolegrupper, Barnevernsakademiet, Oslo, 1975. 24p. mim.

Fløtre, Kjell-Erik: Sociometric techniques. An adaptation to the preschool child. Barnevernsakademiet, Oslo, 1975. 24p. mim.

Fløtre, Kjell-Erik: Viten og antakelser om verdien av aldersblanding i barnegrupper. In: Små barn i gruppe. Norsk samband for småbarnoppfostring, Oslo, 1976.

Fløtre, Kjell-Erik: Små barn i gruppe. Norsk pedagogisk tidsskrift, vol. 60, 1976, p. 327-330.

Fløtre, Kjell-Erik: Dynamikk i søskengrupper. Barnevernsakademiet, Oslo, 1976. 37p. mim.

Fløtre, Kjell-Erik: Sosial interaksjon og modell-læring i søskengrupper. Barnevernsakademiet, Oslo, 1976. 36p. mim.

Fløtre, Kjell-Erik: Positiv sosial forsterkning. Et element ved sosial interaksjon i søskengrupper. Problemstillinger. Barnevernsakademiet, Oslo, 1977, 28p. mim.

Fløtre, Kjell-Erik: Søskengrupper: Aldersblanding i mange varianter. Norsk pedagogisk tidsskrift, vol.62, 1978, p. 96-99.

Fløtre, Kjell-Erik: Gruppesammensetning og førskolebarns sosiale adferd. Barnevernsakademiet, Oslo, 1978, 51p. mim.

Fløtre, Kjell-Erik: Peer acceptance and rejection in a mixed-age preschool group. Barnevernsakademiet, Oslo, 1978, 25p. mim.

1127606

Nærmiljø barnehage prosjektet. (The local environment - pre-school project.)

NO o 1975-1979 11200 x 25100

Balke, Eva; Berg, Bjørn; Fagerli, Oddvar; Sandvik, Laila Somby; Ulriksen, Ole Johan;

Inst.: Hamar lærerskole (Hamar college of education), N-2300 Hamar.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; local community; cultural environment; family environment; value system; parent-school relation;

education pre-scolaire; ecole maternelle; collectivite locale; milieu culturel; milieu familial; systeme de valeurs; relation parents-ecole;

The aims of the project are to develop principles for a pre-school education which takes as its point of departure the basic experiences the child is getting in the home and in the local community, and to build upon and strengthen these experiences in harmony with the aims of pre-school education.

Design: The registration of differencies between the culture of the pre-school and the home and the possible influences on the child and his activities. The working out of new models for pre-schools where the cultural influences from the home and local community play a major part.

The sample comprises 120 children from about 40 different pre-schools. Methods used are questionnaires to the pre-school teachers and assistants, and questionnaires to and interviews with the parents. The children were observed and rated.

The local communities were studied, and pre-school equipment were registered.

Pre-schools in Norway were found to be very uniform in equipment and basic work methods, and only a little of its content had its origin in the local environment. Both the staff and the parents wanted more parental influence on the content of the pre-school, but the contact between parents and staff were rather limited. Cultural differences between pre-school content and local environment of the child were found to have some effect on the child's adjustment and well-beeing.

Publ.: Berg, B. : Barnehagen og nærmiljøet. Rapport nr. 1 fra Nærmiljø barnehage prosjektet, Hamar 1977.

Berg, B.: Om forskningsmetode og utvelging av barnehager og barn. Rapport nr. 2 fra Nærmiljø barnehage prosjektet, Hamar 1978.

Fagerli, O.: Personale i barnehager. Presentasjon og analyse av data fra personalet som var med i prosjektet. Rapport nr. 3 fra Nærmiljø barnehage prosjektet, Trondheim 1978.

Berg, B.: Foreldrene og nærmiljøet. En presentasjon og analyse av spørreskjema- og intervjudata fra foreldrene som var med i prosjektet. Rapport nr.4 fra Nærmiljø barnehage prosjektet, Hamar 1978.

Berg, B. and Fagerli, O.: Barnehagen og heimen. Kontakt = samarbeid = kulturformidling. Analyse av svar fra personale og foreldre som var med i prosjektet. Rapport nr. 5 fra Nærmiljø barnehage prosjektet, Hamar 1978.

Balke, E.: Om barn i barnehage. En analyse av kulturpåvirkning i barns nære miljø. Rapport nr. 7 fra Nærmiljø barnehage prosjektet, Oslo 1978.

Bruskeland, M. and Fagerli, O.: Registrering av omgivelser, utstyr og aktiviteter. Rapport nr. 8 fra Nærmiljø barnehage prosjektet, Trondheim 1978.

Sandvik, L. S. and Keskitalo, J. H.: Barnehager i samiske områder. Rapport nr. 9 fra Nærmiljø barnehage prosjektet, Karasjok 1978.

1127607

Registrering av førskolebarns frie lek i forskjellige lekområder. (Study of pre-school children at play in various play settings.)

NO c 1976-1978 11200 x 13300 x 14300

Skålvik, Astri; Sørensen, Ragna;

Inst.: Stavanger pedagogiske høgskole (Stavanger College of Education), Telegrafdirektør Heftvesgt. 24, N-4001 Stavanger.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; playground; toy; play;

education pre-scolaire; ecole maternelle; cour d'ecole; jouet; jeu;

The aims of the study were to ifentify children's preferences as regards apparatus in the nursery school.

The method used was film study of children's activities with the most popular apparatus. Children's involvement with and use of specific pieces of apparatus were recorded at various intervals in a given period.

1127801

Voksen-barn kommunikasjon i førskolen. (Adult-child communication in pre-school.)

NO o 1977-79 11200 x 16300 x 17600

Vislie, Lise; Ridar, Tone; Mikkelsen, Egil;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

Fin.: The Norwegian Research Council for Science and the Humanities.

pre-school education; nursery school; conversation; interaction; verbal interaction; communication; teacher-pupil relation;

education pre-scolaire; ecole maternelle; conversation; interaction; interaction verbale; communication; relation maitre-eleve;

The aim of the project is to study the communication process between children and between children and adults in terms of language categories. The studies are based upon the theories of Vygotski, Luria, Leontjev, Piaget and Mead, and the

communication model presented by Rommetveit. The main aim of the project is to examine the role of the adults (teachers) for the language use of the children at the pre-school stage.

Various samples with children in pre-schools in Oslo, age groups 5-7, and their teachers have been in settings structured for experimental designs, observations and tape-recordings of communication.

The first report includes a theoretical outline, a presentation of design and methods for an experiment with adults and children (30 pairs) playing a two-person game of problem-solving. The game is arranged so that one person has more control of the game than the other. The children and adults alternatively hold the position of control. The problem can only be solved by verbal exchanges between the two players. The conversations are analysed in terms of egocentric and decentric language categories and related to the efficiency of problem-solving and position of control.

Publ.: Ridar, Tone: Voksen-barn kommunikasjon. Oppgaveløsning, språk og desentrering. Pedagogisk forskningsinstitutt, Universitetet i Oslo, 1978, 164 p.

1127802

Arbeid for barn. (Work for children.)

NO o 1977-1980 11200 x 25500

Linge, Per Eldar; Wille, Hans Petter;

Inst.: Halden lærerskole (Halden College of Education), N-1750 HALDEN

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; pre-school child; nursery school; basic education; labour; manual work; play; teacher-pupil relation; work); work experience;

education pre-scolaire; enfant d'age pre-scolaire; ecole maternelle; education de base; travail; travail manuel; jeu; relation maitre-eleve; experience du travail;

Children's lack of experience, both of their own and of adults' work, is a general trend of our society. This inflects on children's learning and play activities. The project aims at the role of the kindergarten in this connection, to develop kindergarten programmes that give children the experience of work, and to develop theory about the interconnection and development of human activities in general.

For the field experience we are in close contact with four kindergartens in Halden and nearby towns, in an open contact with the kindergartens in the county of Østfold and in an occasional contact with other kindergartens in Norway and the

other Scandinavian countries.

Our methods are characterized by cooperation between students in teacher education (kindergarten teachers) and the personnel in the four kindergartens for the development of activity programmes. Open discussion with personnel, parents and other groups related to the kindergarten in order to develop an effective and clearly understood theory for the development work.

The project has started an independent and dynamic development in the four kindergartens, at present focusing strongly on the role of the adults, and thus more and more contrasting what we may call a traditional kindergarten programme. We also register a new tendency to introduce work-like activities in the kindergartens of the region. Our efforts to reach theoretical explanations have lead us to a challenging turning point, starting from human activities as an entrance to the pedagogical field, stressing the interrelatedness of activities and a cultural perspective.

Publ.: Linge, Per & Wille, Hans Petter: Arbeid for barn = et studiehefte om barnehagens innhold. Halden lærerskole, 1978, 93p.

1127803

Barn med behov for særskilt hjelp og støtte i barnehage. (Children in need of special help and care in kindergarten.)

NO o 1977-1980 11200 x 10300 x 23300

Vedeler, Liv; Horn, Erna; Lindbom, Guri;

Inst.: Statens spesiallærerskole (The Advanced College of Special Education), Granåsen 4, N-1347 Hosle.

Fin.: Ministry of Consumer Affairs and Government Administration.

educational need; special education; exceptional; handicapped; integration; pre-school education; pre-school child; nursery school; in-service training; guidance; further education of teachers; hearing defect; mental retardation; deviant behaviour;

besoin d'education; enseignement special; atypique; handicape; integration; education pre-scolaire; enfant d'age pre-scolaire; ecole maternelle; formation en cours d'emploi; orientation; perfectionnement des enseignants; trouble de l'ouie; retard intellectuel; comportement deviant;

The project is divided into two parts. The first part is an analysis of the kindergartens in Oslo in order to find: how many handicapped children are integrated, what kinds of handicaps and problems are identified, what are the teachers' experiences with integration and what are needed in terms of guidance, in-service training, facilities of different kinds

etc. The second part is a development project in cooperation with kindergarten personnel and parents in order to develop and implement educational strategies and practices suitable and sensitive to the varied and complex needs of both handicapped and non-handicapped children.

The methods used are (1) survey with questionnaire to all kindergartens in Oslo (N=252), (2) interviews with personnel in a stratified sample of kindergartens (N=26), (3) interviews in a stratified sample of parents of handicapped pre-school children (N=20), and (4) observation methods and tests (pretest - posttest design) on a sample of eight integrated kindergartens, supplemented with information from an inventory. The children in the kindergarten are suffering from hearing defects, behaviour deviations, mental retardation and speech and language problems.

1137601

Alternativ opplæring - Arbeidserfaring som del av skolens valgfagtilbud. (Alternative education - Work experience as an "optional subject" for the pupils in 9th form.)

NO o 1976-1979 11300 x 25500 x 11400

Fuglestad, Otto Laurits; Høien, Torleiv; Lindal, Olav; Bakke, Reidar; Manger, Terje; Aanestad, Johs;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4000 Stavanger.

Fin.: Ministry of Church and Education.

lower secondary; transition from school to work; option; part-time work; local community; school environment; adjustment; social adjustment; youth employment; initial employment; in-service training; work experience; pre-vocational training; practice period; practical work;

secondaire premier cycle; passage a la vie active; matiere a option; travail a temps partiel; collectivite locale; milieu scolaire; adaptation; adaptation sociale; emploi des jeunes; premier emploi; formation en cours d'emploi; experience du travail; initiation a la profession; stage pratique; travaux pratiques;

In Norway work-experience has been offered as a part-time (or even full-time ) option for pupils with low motivation for the ordinary programme of the comprehensive school. By amendment of the legislation in 1975 work-experience may be offered as an optional subject to all pupils . The aim of the project was to study the consequences of this new legislation on the local educational system. This meant describing the conditions for alternative education in the local communities, especially in connection with various sorts of local working life, evaluation of experiences at local level, and consequences for the future development of the system.

Methods used were questionnaires and personal interviews with a sample of pupils and representatives from schools, school administration and employers in all municipalities in the county of Rogaland together with some municipalities from the rest of Norway.

Reactions from the various participants were mainly positive, and there was a clear tendency to give this type of educational options higher priority in the school administration both locally and in the Ministry.

Publ.: Fuglestad, O. L.: Reaksjoner i arbeidslivet på alternativ opplæring. Resultat fra en intervjuundersøkelse i Sandnes. Rogalandsforskning, Rapport nr. 3, 1976.

Fuglestad, O. L.: Arbeidslivet som skole. Utviklingen av alternativ opplæring i Sandnes kommune. i pedagogisk og skolepolitisk perspektiv. Rogalandsforskning, Rapport nr. 4, 1976.

Arbeidsmiljøet som pedagogisk ressurs. Rapport fra konferanse 29. april 1976 i tilknytning til prosjektet "Alternativ opplæring". Rogalandsforskning, Notat nr. 1, 1976.

Berger, W., Dalland, O. and Gundersen, Aa.: Alternativ opplæring - kriseløsning eller forandring? Et skoleforsøk sett i forhold til aktuell pedagogisk debatt. Rogalandsforskning, rapport nr. 2, 1977.

Aanestad, J.: Time-modellen. Samarbeid skule - arbeidsliv. 10 års røynsle. Rogalandsforskning, Notat nr. 4, 1977.

Manger, T.: Arbeidssituasjonen som læringssituasjon. Alternativ opplæring i Sandnes kommune sett frå ein læringssynsstad. Rogalandsforskning, Rapport nr. 1, 1978.

1137602

An analysis of the study of social education at the University of Oslo.

NO c 1976-1977 11300 x 19100 x 23300

Brock-Utne, Birgit;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: UNESCO

university studies; reform of education; autonomy; self-management; social education; aims of education; administrative structure; responsibility; experimental education; innovation;

autonomie; autogestion; etudes universitaires; reforme de l'enseignement; education sociale; finalite de l'education; structure administrative; responsabilite; pedagogie experimentale; innovation;

The project dealt with self-management in higher education. It gives an analysis of the study of social education at the University of Oslo. It analyses the aims of the study, the way it is organized, the growth of the study and the obstacles it meets.

The study is still (1978) an experiment. It started out with 30 students and comprises now 260 students and five university teachers. Methods used were content analysis of the study's own newsletter, parliamentary debates and acts, debates in newspapers, and interviews with teachers, teaching assistants and students.

The project was finished in 1977, but the study of social education is still revising itself. The main pillar of this educational innovation is the belief in self-management and participation in administration where the students carry real responsibility for all important decisions. This case study has shown some of the obstacles such a belief meets.

Publ.: Brock-Utne, Birgit: The study of social education at the University of Oslo - An experiment in self-management. To be published by UNESCO late 1978.

1137603

Elevenes opplevelse av innholdet i begrepene trivsel og mistrivsel. En "critical incident" undersøkelse ved tre nye videregående skoler. (Pupils' experience of the content of the terms well-being and non-well-beeing. A "critical incident" project in three new upper secondary schools.)

NO c 1975-1977 11300 x 23300 x 17700

Reisel, Micha;

Inst.: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Box 38 Linderud, N-Oslo 5.

Fin.: The National Council for Innovation in Education.

upper secondary; reform of education; adjustment; emotional adjustment; social adjustment; school environment; teacher-pupil relation; qualitative analysis; content analysis;

secondaire deuxieme cycle; reforme de l'enseignement; adaptation; adaptation affective; adaptation sociale; milieu scolaire; relation maitre-eleve; analyse qualitative; analyse de contenu;



The terms well-being and non-well-being have been central in the ongoing debate on educational reforms in Norway. Most of

the previous research centered on primary school and lower secondary (7-15 years of age). The upper secondary school (16-19 years of age) has been undergoing reforms which, in part, are motivated by the desire to increase the feeling of well-being and decrease the feeling of non-well-being. The aim of this study was to find out what pupils' experience of the content of these two terms was, to be able to use the results in the ongoing secondary school reform.

The study was designed as a form of Flanagan's "Critical incident technique" in which the pupils reported a postive and a negative experience related to the two terms. The stimulus questions were formulated in accordance with synonyms used by pupils in a pilot-project interview.

The sample consisted of 964 pupils at three new upper secondary schools with general, combined and vocational studies. A content analysis of the answers was made in which the material was categorized according to longrange - shortrange sequences (Herzberg), the central value, whether the experience took place inside or outside of the educational situation and whether it was a person- or a system-related situation.

As to well-being, 77% of the incidents took place outside the educational situation, 47% reported "contact" (both pupil-pupil and pupil-teacher contact) and 35 reported "change in routine".

As to non-well-being, 34% reported "nonsolidarity between pupils" 32% "unfair treatment by teacher" and 25% "unsatisfactory organization". 54% of the negative incidents took place inside the educatonal situation. longrange - shortrange sequence divided 15% - 85% on both terms.

As a consequence of these finding it can be formulated that the school in its traditional form has relatively little impact on the pupils' well-being. On the contrary, the school as a social system is of greater importance. Concerning non-well-being, this term is more related to the educational situation, and can best be decreased by changes in this sector

Publ.: Reisel, M.: Hva legger elevene i ordene trivsel og mistrivsel? Forsøksnytt. vol. 8. 1977, nr. 8, pp. 50-60.

1137605

Gjennomføring av mønsterplanen. Lærernes vurderinger og holdninger. (Implementation of the model curriculum; teachers' opinions and attitudes.)

NO c 1975-1976 11300 x 12100

Tveiten, Toralf;

Inst.: Skoledirektøren i Vest-Agder. (Director of education in the county of Vest-Agder), Tinghuset, N-4600 KRISTIANSAND S

Fin.: Ministry of Church and Education.

primary school; curriculum; reform of education; teacher behaviour; attitude; individual characteristics; building; teaching aids;

ecole primaire; programme d'etudes; reforme de l'enseignement; comportement de l'enseignant; attitude; caracteristique individuelle; batiment; moyens d'enseignement;

The aims of the project were: to analyse the opinions and attitudes of the teachers towards some of the general principles of education and instruction proposed in the model curriculum for primary and lower secondary schools; to investigate to what extent the curriculum has been implemented by the teachers; to relate opinions, attitudes and degree of implementation to personal characteristics of the teachers and to some characteristics of school buildings, instructional material, etc.

The sample comprised 459 full-time teachers from primary schools and lower secondary schools in the fifteen municipalities in Vest-Agder county, of which 323 returned completed questionnaires. There were interviews with 27 principals and 50 teachers randomly chosen.

The principles proposed in the model curriculum were supported by a majority of the teachers. The opinions and attitudes of the teachers towards the model plan appear to be influenced both by personal characteristics and by characteristics of school buildings, supply of instructional material etc. Allthough the teachers were mainly pessimistic with record to the possibilities of implementing all the principles, about 50% of the teachers had made some effort to follow up the recommended principles.

Publ.: Tveiten, Toralf: Giennomføring av Mønsterplanen. Lærernes vurderinger og holdninger. Rapport fra en undersøkelse foretatt i Vest-Agder 1975. Kristiansand 1976.

Tveiten, Toralf: Hva skjer med Mønsterplanen? In: Skolens Årbok 1977, Oslo: Tanum 1977, p. 5692-5714.

1137606

Kartlegging av forskningsbehov i grunnskolen i Hedmark. (Survey of research needs in the primary schools in the county of Hedmark.)

NO c 1975-1976 11300 x 27100

Engen, Thor Ola;

Inst.: Hamar lærerskole. (Hamar teachers college), N-2300 HAMAR



Fin.: Ministry of Church and Education.

primary school; research programme; information need; organization of research; scientific personnel;

ecole primaire; programme de recherche; besoin d'information; organisation de la recherche; personnel scientifique;

The aims of the project were: to analyse the needs for research in the primary schools in Hedmark county; to try out ways of involving students in research projects; to establish a network of contacts for further research in the primary schools in Hedmark.

The sample comprises four primary schools in Hedmark selected on the basis of three criteria: school size, community size and type, and geographical situation. A structured interview with primary school teachers is carried out by student groups during two visits to the schools.

The project resulted in a list of concrete project propositions which received support. The four most strongly supported were:

1. Integration of handicapped pupils in primary school classes.

2. Decentralization of primary schools to local communities.

3. Interchange of teachers and teacher students.

4. The school and its relation to the local community.

1137610
Studiemål og studiegang. (Study aims and study progress.)
NO o 1975-1980 11300 x 17700
Lauvås, Per; Christophersen, Knut-Andreas; Løkenhagen, Øivind;
Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.
University of Oslo
Fin.: The Norwegian Research Council for Science and the Humanities.
post-secondary education; interuniversity cooperation; student; work attitude; occupational choice; occupational aspiration; dropout; university studies;
enseignement post-secondaire; cooperation interuniversites; etudiant; attitude envers le travail; choix d'une profession; aspirations professionnelles; abandon d'etudes; etudes universitaires;
The educational system in Norway tends to become more and more an integrated system in which students may combine elements from several educational institutions. The aims of this study are to examine progress of study on the basis of the students' own aims, and to examine how the universities are functioning as parts of the tertiary educational system.
The sample comprises 3175 students with a starting year in 1960, 1965 or 1970. They are distributed on subgroups according to the following table:

| Student subgroups | Starting year at the University 1960 | 1965 | 1970 | Total |
|---|---|---|---|---|
| Students leaving without compl. exam. | 325 | 490 | 841 | 1656 |
| Same, and without reported subj. choice | 223 | 240 | 439 | 902 |
| Still active students, without exam. | | | 279 | 279 |
| Students who left with a degree | | | 338 | 338 |
| Total | 548 | 730 | 1897 | 3175 |

Data is collected from the universities' registration office, mailed questionnaires and group interviews.
So far the major finding is that students who, according to traditional dropout criteria, to a substantial degree completed that part of the university's programme they originally planned to complete. Rough dropout rates among the "dropouts" vary from 100% to about 20% on their original aims of study.
Publ.: Lauvås, Per: Lærere og universitetsstudier. In: Skolens årbok 1978, Oslo: Tanum-Norli, 1978, p. 6127-6148.

1137611

Undervisning i fengsel. (Education in prison.)

NO o 1975-1979 11300 x 25600 x 25100

Skaalvik, Einar M.; Stenby, Hans;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: Ministry of Church and Education. and Ministry of Legal Affairs.

special education; correctional education; prison; prisoner; youth; delinquent; attitude; socialization; rehabilitation; vocational training;

enseignement special; education surveillee; prison; prisonnier; jeunesse; delinquant; attitude; socialisation; readaptation; formation professionnelle;

Teaching in prison is rapidly increasing in Norway. The aims of this project are: to investigate inmates' motivation and attitudes towards education in prison; to investigate effects of school in prison on attitudes, on learning subjects, on rehabilitation, on the environment, on the staff's roles and functions; to investigate principal difficulties in teaching in prison; to try out new practical training courses.

The sample comprises all the inmates in Trondheim kretsfengsel who entered the prison school from August 1976 to December

1977. In addition there is a random sample of other inmates.

The methods used are repeated interviews, questionnaires, observation and tests on the samples of inmates. Teachers, officers in the prison and employers are also interviewed.

1137801

Nyordnet barneskole (A new way to organize and give priority to the teaching of beginners).

NO o 1977- 11300 x 12700 x 25200

Skranes, Sigrun Berit;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N- Oslo 6

Fin.: Municipality of Oslo.

primary school; primary education; pupil; experimental class; experimental school; resource allocation; school-community relation; team teaching; craft; creative activities: art activity; music and movement; music; urban environment; beginning learning;

ecole primaire; enseignement primaire; eleve; classe experimentale; ecole experimentale; affectation des ressources; relation ecole-collectivite; enseignement en equipe; artisanat; activites creatrices; activite artistique; rythmique; musique; milieu urbaine; enseignement initial;

The aim is to organize the teaching of beginners to maximize their contact with adults and to emphasize practically oriented activities and the fine arts. The underlying premises can be summarized as the child's need for: (1) security, contact and acceptance, (2) experiencing, learning and creating, (3) togetherness, (4) being useful, (5) a school that recognizes the problems of living in a big city.

The sample comprises 6 elementary schools and 2 schools for mentally or physically handicapped children, all of them in Oslo.

Methods used are channeling teaching resources from higher levels to the first grade to give opportunities for team teaching and work in small groups, and the development of meaningful educational situations involving home and school, practically oriented activities, contact between generations, activities which stimulate class unity such as drama and eurytmi (basic movement), art and music, and contact with schools for the handicapped to make better use of their resources.

1137802

Studieatferd i lys av høgskolens studieopplegg. NTH-prosjektet.(Student behaviour and educational design at the Institute of Technology.)

NO c 1976-1977 11300 x 15100 x 12900

Fossum, Einar Eide; Halgunset, Joralf; Høglund, Liv;

Paasche, Thor; (sup.)

Inst.: Institutt for industriell miljøforskning (The Institute for Industrial and Social Research), N-7034 NTH, Trondheim.

University of Trondheim

Fin.: The Royal Norwegian Council for Scientific and Industrial Research.

post-secondary education; higher education; technical education; engineering; students' work; work attitude; course programme; teacher-pupil relation;

enseignement post-secondaire; enseignement superieur; enseignement technique; ingenierie; travail des eleves; attitude envers le travail; programme de cours; relation maitre-eleve;

The main aim of the study was to get better insight into what effects the structure and the study situation at the Institute of Technology, together with its educational design had upon the students' behaviour and attitudes. Knowledge about these issues can then be used to change the technology, and to develop another design which to a greater extent take care of the common interests of students and teachers.

A random sample of students from the chemical section at the Institute, together with some of the teachers at the same section have been interviewed.

The description of the educational system is made by a socio-technical approach. The results show among others that the educational design is more like a production process, resulting in engineers. The students' performance is controlled by short term courses and frequent final exams. The design is further characterized by factors like one-way communication in lectures to large audiences. The work load during the courses are generally high. The social relations among students and between students and their teachers are mainly characterized by distance. There is better communication and contact among students in the same year course.

Publ.: Studieatferd i lys av skolens studieopplegg, Delrapport 8, Institutt for industriell miljøforskning, Trondheim-NTH, 1977.

1127603

Foreldrevirksomhet i barnehage. (Parent activity in nursery school.)

NO c 1975-1978 / 11200 x 17700

Bø, Ingerid;

Inst.: Stavanger pedagogiske høgskole (Stavanger College of Education), Telegrafdirektør Heftyesgt. 24, N-4001 Stavanger.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; parent participation; parent-school relation; parent education;

education pre-scolaire; ecole maternelle; participation des parents; relation parents-ecole; education des parents;

The general need for support to parents as well as the special need for development of co-operation between parents and staff in day-care centers are the main concerns behind this project. The program aim partly at supporting parents in their child-rearing task in general, partly at encouraging them to co-operate closely with the center and partly at supporting the staff in their efforts to co-operate with the parents. More specific aims concern needs of children, parents, staff and total milieu.

The sample comprises two institutions with parents from 57 families and a total staff of 12.

In co-operation with staff and parents, activities were initiated and supported along three main lines: (1) parent participation during regular day-time sessions with the children in the institution and conferences about the individual child; (2) parents' discussion groups centred around topics concerning child development, child rearing and associated problems; (3) provision of a service whereby the parents could borrow and take home games for children and the family and selected reading material for parents on child rearing etc.

All families having children in the institutions and all staff members were contacted by means of individual interviews. The results stressed the importance of and conditions for (1) communication within staff; (2) communication between staff and parents and (3) communication between the institution and the society surrounding it. The fathers' role is an issue for special discussion. In discussion groups parents particularly value the social aspect of the activity, the sharing of problems and views, feelings of support and togetherness.

Publ.: Bø, Ingerid: Barnehagen og foreldrene. Stavanger, 1978. (Obtainable from: Ministry of Consumer Affairs and Government Administration., Oslo Dep., N-OSLO 1)

1127604

Førskoleprosjektet. Førskoleklassenes pedagogiske funksjon sett i relasjon til barnas utvikling i grunnskolen. (The pre-school project. The educational function of the pre-school classes in relation to the children's development in elementary school.)

NO o 1970- 11200 x 17200

Hagesæther, Gunhild;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N- Oslo 6

Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

Fin.: The Norwegian Research Council for Science and the Humanities. and Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N-Oslo 6

pre-school education; nursery school; achievement; primary school; child development;

education pre-scolaire; ecole maternelle; rendement; ecole primaire; developpement de l'enfant;

The aim of the project is to analyze the educational function of the pre-school classes in relation to the children's development during the first two years of elementary school. Both the effect of participation in a pre-school class and consequences of the fact that participation is voluntary will be studied.

The experimental part of the project involves a pretest-posttest control group design with "blocking" - one of each matched pair randomly assigned to the experimental group, the other to the control group. In the ex post facto study the control group and the children for whom the parents did not apply for admission to the pre-school classes are compared.

The experimental part of the project involves about 100 children from two of the school districts in Oslo, and the ex post facto study about 100 children from the same districts. Data are obtained by means of tests, rating scales, interviews and questionnaires. Analysis in respect of the experiment involves hypothesis testing and correlation methods, and in respect of the ex post facto study correlation methods.

1137604

"Ikke-søkere" og frafallsundersøkelse i de videregående skoler i Oslo kommune. (Statistical survey of pupils who for some reason do not attend or drop out from upper secondary school in the Oslo area.)

NO o 1974-1979 11300 x 17700 x 25500

Rødland, Olav L.;

Inst.: Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsareid (Superintendent of schools in Oslo, Department of Educational Research and Innovation), Strømsveien 102, N-Oslo 6.

Fin.: Municipality of Oslo.

secondary school; dropout; leaving school; occupational choice; occupational mobility; youth employment;

ecole secondaire; abandon d'etudes; fin de scolarite; choix d'une profession; mobilite professionnelle; emploi des jeunes;

The aims of the project are: (a) to give statistical reports on vocational choice following primary schools; (b) to give statistical information on the frequency with which pupils change the type of school they attend; (c) to analyse the reasons why they did not continue their formal education as planned; (d) to give statistical information on their work or school situation after changing plans.

Data for (a), (b) and (d) are obtained by means of surveys, and for (c) by means of interviews (sample of 200 cases picked out on the basis of certain criteria according to a questionnaire).

1137803

Studieavbruddsprosjektet. (A study of dropouts from engineering education.)

NO o 1976-1979 11300 x 12900 x 17700

Høglund, Liv; Listhaug, Ola;

Inst.: Institutt for industriell miljøforskning (The Institute for Industrial and Social Research), N-7034 NTH, Trondheim.

University of Trondheim

Fin.: The Norwegian Institute of Technology.

post-secondary education; higher education; engineering; technical education; dropout; students' work;

enseignement post-secondaire; enseignement superieur; ingenierie; enseignement technique; abandon d'etudes; travail des eleves;

The purpose of the project is to study dropout from engineering education, and to see this phenomenon in relation to different aspects of the work situation of the students at the Institute of Technology. A further aim is that the results may constitute a basis for changing the educational design and decrease the amount of dropouts.

Mailed questionnaires are sent to a sample of students who have not fulfilled their engineering education.

1147601

Avbrudd og nøling blant kvinner som ønsker voksenopplæring. (Adult education-motivated female dropouts and non-beginners.)

NO c 1975-1977 11400 x 25100 x 18100

Rørslett, Maj Birgit;

Ås, Berit; (sup.)

Inst.: Psykologisk institutt (Institute of Psychology), Box 1094 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education.

adult education; dropout; recruitment; motivation; woman; role expectation; role conflict; socio-economic status; social class; social structure; sociology of education; vocational education;

education des adultes; abandon d'etudes; recrutement; motivation; femme; attente de role; conflit de roles; status socio-economique; classe sociale; structure sociale; sociologie de l'education; enseignement professionnel;

There are data showing that many Norwegian women interested in adult education do not participate. (Equality Council survey 1969 and Akershus survey 1971: Women's need for adult education). This project will try to answer the question: Why do not motivated women participate in adult education?

The aims are then (1) to analyse role conflicts, structural and psychological barriers supposedly existing among women who are potential adult education participants (dropouts and nonbeginners); (2) to contribute to a further development of analyses and theories of women's life situation. This is an analytical, exploratory study of a sub-group of potential participants in adult education. A variety of variables are used. The sample was 30 women (15 non-beginners and 15 dropouts) drawn from a representative sample of adult females. The methods used were questionnaires, intensive interviews and

case studies.

Survey-data show that not only are the female participants in adult education recruited mainly from the middle class (white collar), but so are the potential participants as well; dropouts are a bit more resourceful than "would-be-learners". The motivation of "would-be-learners" and dropouts to participating in adult education goes in the direction of vocational qualifications.

Problems concerning health, child care and economy are felt as dominating concrete (structural) barriers together with problems concerning the adult education course itself. Child care problems are dominating problems also Family concern, lack of self-confidence and low self-evaluation are experienced as dominating psychological barriers. "Would-be-learners" experience more role expectations from the family and they express the feeling of more concrete and more psychological barriers than dropouts do. The "content" of the barriers differ between the two groups: "Would-be-learners" experience problems related to course attendance, especially problems of getting away from home and economic problems. Dropouts experience more problems of time. Family problems as well as health problems are experienced to the same degree by both groups. Dropouts experience more support from their nearest surroundings than "would-be-learners".

Necessary changes in life-situation are for "would-be-learners" a better economy and for dropouts the fact that the children are growing older.

Many of the barriers are found in circumstances beyond personal influence and control. The role of women itself can be said to involve restricted opportunities of choice. However, the study revealed an indication that women experience the hindrances as individual problems, not social problems. The concrete barriers are experienced as hindrances in the primary relations of the family. The difficulties related to child care are often experienced as a hindrance in the private sphere: it is difficult to arrange "babysitting" in the afternoon or evening because the father is occupied elsewhere. Economic problems are experienced as private difficulties too. Often it is the question of a priority ranking of the means which the family has at its disposal. Other things than the education of the mother or wife are felt to be more legitimate or important. Psychological barriers, for instance lack of self-reliance and lack of initiative, are experienced as personal faults.

Role conflicts are salient in the women's own stories. The expectations both from others and from themselves are felt very strongly by the woman in question, to put above all the care of the family and others in their nearest surroundings. They are socialized to consider their own wishes of secondary importance. When they do not, they experience a role conflict. This conflict also acts as a barrier.

There is not always accordance between ideology and practice in the behaviour of the spouses. The husband's positive

attitudes towards his wife's educational plans found in many relationships, was not always convincing when it came down to reality. This is especially the fact in the groups of "would-be-learners". To be of real help, it seems that a positive attitude has to be accompanied by practical supportive actions.

Publ.: Rørslett, Maj Birgit: Voksenopplæring - en "om-igjen-utdanning" for kvinner? Tidsskrift for voksenopplæring, 1974, nr. 3, p. 98-102.

Rørslett, Maj Birgit: Prosjektet "Behov for videreutdanning blant kvinner i Akershus". Foreløpig rapport om B-utvalget. Psykologisk institutt, Universitetet i Oslo, 1974, 29p. + app.

Rørslett, Maj Birgit: Hvorfor tar de ikke voksenopplæring?, Oslo, 1977, 159p.

1147604

Kvinner og voksenopplæring: Tenke det, ønske det, ville det med, men gjøre det.....? (Women and adult education: Think of it, wish to do it, but actually do it.....?)

NO c 1974-1977 11400 x 25100 x 18100

Kallerud, Bitten;

Grønseth, Erik; (sup.) Haukaa, Runa; (sup.)

Inst.: Psykologisk institutt (Institute of Psychology), Box 1094 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education.

adult education; recruitment; woman; motivation; sociology of education; social status; social structure; social mobility; socio-economic status; family size; husband;

education des adultes; recrutement; femme; motivation; sociologie de l'education; status social; structure sociale; mobilite sociale; status socio-economique; dimension de la famille; mari;

The study is closely related to the project "Adult education needs among women in the county of Akershus" (Runa Haukaa and Berit Ås, 1974). That project showed that 50% of women in competence promoting education had postponed realizing their educational wish for five years or more. This was a surprising result, and we wanted to look further into the question: What comes between manifest motivation and actual enrolment in education? The following research questions were formulated: Which factors postpone recruitment to adult education for a long time, and which factors stimulate relatively fast recruitment?

Two subgroups were selected from a representative sample of women in adult education. (a) Women who had postponed realizing their educational wish for ten years or more, named the "waiters". 23% of the representative sample were in this group (N=48, response rate 90). (b) Women who had waited up to two years between manifest motivation and participation in adult education. 16% of the sample were in this group, named "non-waiters" (N=33, response rate 70). The method used was an intensive interview with 90 questions during approximately two hours and a half.

The analysis concentrated on four main variables: 1. Social characteristics; traditional background variables with special attention to social status of the respondent, her parents, her husband and the husband's parents. Social mobility was also studied here. 2. Motivation, type and strength. 3. The respondents explanations of the difficulties they met. 4. Support or not support, practically and verbally from the family.

All the factors were found to influence the enrolment, but with different strength. It seems to be favourable to be under 35 years of age and have one or two children, but this may not mean so much in interaction with other variables. More important is, however, a good educational background (secondary education or vocational education of some length). The mother ought to have more education than compulsory school, and if the father is a worker, he ought to be white-collar - even more favourable if upper class.

The husband ought not to have climbed too high in the "social ladder" and should not be career-oriented with great job-involvement. It is unfavourable to have received a social position from her husband differing too much from her own family's. The more alike the social status of husband and wife, the easier for women to realize their educational wish in short time. The husband ought to have a positive and understanding attitude toward the educational wish (verbal support seems to be enough, practical support seems less decisive). The type of education wanted ought to be less than three years, and it is disfavourable to have planned further education.

The psychological and sociological characteristics of the husband turned out to be very strategic and partly decisive in explaining the differences between the two groups of women.

Publ.: Kallerud, Bitten: Kvinner og voksenopplæring. Tenke det, ønske det, ville det med, men gjøre det ..... 2. Institutt for sosiologi, Universitetet i Oslo, 1977, 430p.

1147605

Undervisningsteknologi og frigjørende pedagogikk i arbeidslivet. (Educational technology and liberating education in industry: Theory and practice in a training programme for instructors.)

NC o 1976-1979 11400 x 12900 x 16200

Rossevik, Arne:

Haugen, Per; (sub)

Inst.: Statens teknologiske institutt (National Institute of Technology), Akersveien 24 C - Dep, N-Oslo 1.

Fin.: National institute of technology

curriculum; vocational training; industrial education; industrial training; in-service training; trainer; training; teacher education; training method;

programme d'etudes; formation professionnelle; enseignement industriel; formation industrielle; formation en cours d'emploi; formateur; formation; formation des enseignants; methode de formation;

The aim of the present project is to establish a more formalized pedagogical education for training personnel working in small-sized units in the private and public sector. Hereby considering a necessary minimum of technological structuring of the program and taking as a point of departure the actual job situations of the participants.

The sample comprises twenty employees from different branches of industry. A common trait is that they all have received increased or new responsibility for education and training within their firms.

The study is part of development work at the National institute of technology (see also EUDISED R and D 76:1, project 304). A second pilot course is now beeing completed. An educational program consisting of 90 class hours has been elaborated and is offered by the Institute.

1147608

Voksenopplæring for hvem? (Adult education for whom?)

NO o 1972-1979 11400 x 25100

Finstad, Nils; Hansen, Hilmar;
Inst.: Nordland distriktshøgskole (Nordland regional college), N-8000 Bodø.

Fin.: Ministry of Church and Education.

adult education; recruitment; motivation; dropout; socio-economic status; change of residence; local community; working conditions; sociology of education;

education des adultes; recrutement; motivation; abandon d'etudes; status socio-economique; changement de residence; collectivite locale; conditions de travail; sociologie de l'education;

The three main aims of the study are (1) to describe the recruitment of students to adult education, and the variation in recruitment among different population groups. (2) To describe the dropout process among students in adult education. (3) To analyze the factors which influence both the recruitment process and the dropout process. Factors such as social background, education, work situation, mobility, type of local community, the substance of the course and other course characteristics are studied.

3.600 students following in their spare time adult education at "Arbeidernes opplysningsforbund" (Workers educational association) have returned adequately completed questionnaires. The sample is drawn from different geographical areas in Norway.

Publ.: Finstad, Nils and Hansen, Hilmar. Voksenopplæring for hvem? Oslo: Tiden Norsk Forlag, 1976. 214 p. + app.

1147801

Vurdering av yrkesutdanning. (Evaluation of vocational training.)

NO o 1978-1979 11400 x 16100

Vassnes, Eivind;

Inst.: Pedagogisk seminar for yrkeslærere (The Pedagogical Seminar for Vocational Teachers), Skedsmogt. 25, N-OSLO 6.

Fin.: Ministry of Church and Education.

secondary education; vocational school; vocational training; profession; occupational aspiration; occupational choice; socio-economic status;

enseignement secondaire; ecole professionnelle; formation professionnelle; profession; aspirations professionnelles; choix d'une profession; status socio-economique;

The aims of the study are to detect and describe factors influencing the vocational and educational career of students from vocational schools.

The sample comprises five vocational schools from different parts of the country, totalling 670 students.

Background data from vocational school and lower secondary school (marks, parents socio-economic status etc.) is to be collected, together with surveys and interviews with the students.

1147802

Arbeidserfaring og opplæringsformer i kjemisk prosessindustri og metall- industri. (Work experience and training in chemical process-industry and metalindustry.)

NC o 1977-1979 11400 x 16200 x 12900

Berge, Aase;

Inst.: Arbeidspsykologisk institutt - Arbeidsforskningsinstituttene (Work research institutes), Box 8149 Dep, N-OSLO 1.

Fin.: Ministry of Church and Education.

vocational training; industrial education; industrial training; recruitment; job requirement; level of qualification; manpower need; work experience; in-service training; training method; technological change;

formation professionnelle; enseignement industriel; formation industrielle; recrutement; qualification requise pour l'emploi; niveau de qualification; besoin de main d'oeuvre; experience du travail; formation en cours d'emploi; methode de formation; changement technologique;

Reforms and expansion in Norwegian secondary education have changed the structural relations between education and training of youth for employment in different industrial branches. The project is designed to analyse the existing forms of training, qualification demands and structure in two industrial branches, with respect to technological changes and in what ways workers in different ages, with different educational and vocational experiences are affected by these changes. The project is carried out in contact with trade unions and branch organisations.

In the first stage of the project, 8-9 different factories in each branch, with different production, technological level and geographical location, have been visited. The second stage aims at a more intensive study of selected groups o of workers in different jobs, age groups etc. Three different factories in metal industries are selected, and one large factory in chemical process-industry, which is in the process of technological changes.

Information and data on each factory, such as level of technical production, qualification demands, training practices and needs, have been gathered by personal visits and interviews with people at different levels, even production workers. Personal interviews, questionnaires, group interviews and discussions, will be used in the intensive study.

The preliminary results from stage one indicate the main variations with respect to the variables mentioned. The structure of qualifications as a result og these factors in

relation to local labour market, appears to be highly dependent on the firms way of handling these questions, including training and opportunities for learning for the employees. Some interesting tendencies of higher qualifications, de-(lowering) and re-qualification for some groups, also for craftsmen and trained personnel, are found, and some which have consequences for recruitment and training practices in the future.

1147803

Yrkesrettet utdanning. (The education of social workers in Norway: Organizing an educational programme in relation to practical work situations and tasks.)

NO o 1978-79 11400 x 25700

Lund, Finn Bjørnar;

Inst.: Nordland distriktshøgskole (Nordland regional college), N-8000 Bodø.

Fin.: Ministry of Church and Education.

vocational education; vocational training; social worker; social service; educational need; curriculum development;

enseignement professionnel; formation professionnelle; travailleur social; service social; elaboration de programmes d'etudes; besoin d'education;

The background of the project is the development of social worker education in Norway, together with the newly established regional college in Bodø. The main problem is formulated: Can working conditions, task content and structure (present state and future ideals) give ideas as to how one could organize the educational programme. Theory and method is inspired from socio-technical studies.

The sample comprises social service in small communities in the northern part of Norway. Methods used are interviews, self-observation and experimentation with student groups to study and describe the personnel's tasks and how they are using the time.

Implementation of results from the empirical part of the project will take place in the years to come.

Publ.: Lund, F. B.: Bakgrunnsnotat for prosjektet Yrkesrettet utdanning. Om organisering av utdanning i forhold til praktiske arbeidsoppgaver. Notat, NDH, Bodø, 1977.

Lund, F. B.: Nye utfordringer for sosionomutdanninga. Sosionomen, 1978:14.

1147804

Samordning av teori og praksis i studieretning for handels- og kontorfag. (Integration of theoretical and practical teaching in secondary schools of trade and office.)

NO o 1977-1979 11400 x 11300 x 12900

Talhaug, Thomas;

Inst.:Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid (Superintendent of schools in Oslo, Department of educational research and innovation), Strømsveien 102, N-Oslo 6.

Fin.: Municipality of Oslo.

secondary education; vocational education; upper secondary; commercial education; curriculum development; integrated curriculum; textbook;

enseignement secondaire; enseignement professionnel; secondaire deuxieme cycle; enseignement commercial; elaboration de programmes d'etudes; programme d'etudes integre; manuel d'enseignement;

The aim of the project is to produce textbooks and teaching aids, helping the teacher to differentiate his teaching. This development is necessary, due to reforms and educational innovation in secondary education in Norway. The work is based upon an evaluation of existing textbooks.

A questionnaire is developed and distributed among 21 teachers and 500 pupils to collect data on textbooks used in secondary schools of trade and commerce.

1147805

Utarbeiding og utprøving av modellplan for fagopplæring på arbeidsplassen. (Development and testing of an educational programme for training on the job.)

NO o 1976-79 11400 x 25500 x 12100

Løkenhagen, Øivind Martin; 40

Haugen, Per E.;(sup)

Inst.: Statens teknologiske institutt (National Institute of Technology), Akersveien 24 C - Dep, N-Oslo 1.

Fin.: Ministry of Church and Education.

enseignement professionnel; formation professionnelle; chomage des jeunes; formation en cours d'emploi; formation en alternance; programme de formation;

There is an increasing tendency towards unemployment among young people. Many of them do not get or want further theoretical or vocational training in educational institutions. This project attempts to reach some of these young people by means of on the job training, and to give them a complete vocational training in the course of three years. At the same time the educational programme will be evaluated.

24 young people were offered elementary training as garage hands at different garages in the Oslo-region. The training is mainly given through practical work on the job, but a short introductory, theoretical course was given at the National Institute of Technology.

More or less structured interviews and questionnaires are used towards participants, teachers and employers to evaluate the curriculum. The collected data will be analysed logically and not by any specific statistical analysis.

The project can best be characterized as a pilot project. At this preliminary stage no detailed results can be reported. However, until now all experiences support the overall impression that the curriculum and the educational programme are well suited for this type of vocational training.

1147806

Voksenopplæring ved distriktshøgskolene. (Adult education at the regional colleges.)

NO o 1978-1980 11400 x 11300

Kjøde, Jacob jr.;

Inst: Møre og Romsdal distriktshøgskole (Møre and Romsdal Regional College), Box 188, N-6101 Volda.

Fin: Ministry of Church and Education.

adult education; post-secondary education; recurrent education; admission requirements; selection criterion; administrative structure;

education des adultes; enseignement post-secondaire; education recurrente; conditions d'admission; critere de selection; structure administrative;

The regional colleges were assigned an important role in adult and recurrent education already from the time of the establishment of these institutions. The aim of this project is to examine to which extent the regional colleges have given priority to adult education. In addition it is of interest to explain how different ways of organizing adult education have consequences for the realization of the goal. The values of

the teachers and recruitment policy are also important independent variables.

Open interviews with the leaders and a sample of the teaching and administrative staff at the regional colleges, together with annual reports, recommendations from the local adult education committees and reports from the Regional Boards of Higher Education were the sources of data for this investigation. Open interviews were used because of the exploratory character of the project.

Preliminary results show great variations between the colleges with respect to the extent of adult education measured in percentage of part-time students, ranging from 6 to 27. Very few colleges have managed to increase the proportion of part-time students in the period 1974-1978. The situation can best be descried as stagnation or decline.

The number of courses are also relatively constant, but it is found great variations in ways of organizing the adult education, some of the institutions have set up a rather comprehensive system and others have not. Data do not indicate any connection between administrative system and percentage of part-time students. The recruitment and reward system at each regional college, seems to play an important role for the engagement and interest in adult education among the teaching and administrative staff. Research work has a higher priority in the system than traditional teaching, a fact which is also affecting adult education.

1147807

Voksenopplæring for alle - rekruttering, opplæring og utvikling av deltidsledere. (Adult education for all - recruitment, education and training of part-time leaders.)

NO o 1977-1980 11400 x 16200

Hansen, Hilmar; Koch, Randi-Helene; Malmstrøm, Folke; Ørvik, Synnøve;

Nordland, Eva; (sup)
Kvam, Jørg A. ; (sup)

Inst.: Arbeidernes opplysningsforbund (Workers' Educational Association), Storgt. 23 c, N-Oslo 1.

Fin.: Workers' Educational Association and Ministry of Church and Education.

adult education; non-formal education; part-time teacher; teacher education;

education des adultes; education non-formelle; enseignant a temps partiel; formation des enseignants;



The project is planned to develop information and understanding in W.E.A. and similar organisations concerning

the recruitment and education of study-circle leaders and part-time teachers. This knowledge should lead to

- -improvement of methods in voluntary adult education
- -a description of an education and training programme for part-time teachers and leaders of study-circles
- -a description of desirable qualifications to be used when selection criteria are set up in recruitment
- -new applications of existing methods in other adult education fields.

A historical presentation of W.E.A. and its aims , methods and part-time teachers is the starting point of this study. The next step is to take part in a number of courses and study-circles, and by participant observation collect data for the developmental work. Data from leaders of study-circles, part-time teachers and administrative staff will be collected by interviews.

1147808

Kartlegging av erfaringer med metoder for planlegging og gjennomføring av voksenopplæring. (A survey of experiences from methods for planning and carrying out of adult education.)

NO o 1977-1979 11400 x 12100 x 19600

Brattset, Hallgjerd;

Kvam, Jørg A.; (sup), Hansen, Hilmar; (sup), Ulverud, Gro Høeg; (sup)

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

Fin.: The Norwegian Institute of Adult Education. and Ministry of Church and Education.

adult education; teaching programme; course; course programme; achievement control;

education des adultes; programme d'enseignement; cours; programme de cours; controle du rendement;

The aims are 1) To describe and analyse the experiences from various methods for planning and carrying out of adult education, and 2) To propose projects which should be given priority in developmental work within the institute in the future.

The project unit is the course, with students, course-leader and organiser, all connected with the same course as target groups. The sample consists of 55 courses, from 10 different voluntary adult education organisations, dealing with the most frequent subjects and from all over Norway. Examination courses are excluded from the sample.

Questionnaires were sent to all target groups at the following stages of the course:

1. Planning and expectations (2. meeting of the course)
2. Methods (mid-course)
3. Evaluation (after completion of the course)

For further clarification, a limited sample was interviewed.

1147809

Behov for voksenopplæring blant kvinner i Akershus. (Need for adult education among women in Akershus.)

NO c 1972-1978 11400 x 25100 x 18100

Haukaa, Runa;

Ås, Berit; (sup)

Inst.: Psykologisk institutt (Institute of Psychology), Box 1094 Blindern, N-Oslo 3.

Fin.: Ministry of Church and Education, and The Norwegian Research Council for Science and the Humanities.

adult education; recruitment; women's education; woman; choice of studies; motivation; sociology of education; social status; social structure; socio-economic status; occupational choice; family size; husband;

education des adultes; recrutement; education des femmes; femme; choix des etudes; motivation; sociologie de l'education; statut social; structure sociale; statut socio-economique; choix d'une profession; dimension de la famille; mari;

Earlier studies on (adult) education show great inequalities between the sexes in this field. The aims of this project were to determine which women participate in competence-building adult education; what personal, structural and material factors enables some women to do so while others do not; to what extent adult education may contribute to create equality between the sexes.

Questionnaires were sent to a representative sample of 294 women engaged in adult education, and who were between 25 and 67 years old. Returned questionnaires numbered 214, a response rate of 73%. Questionnaires were also sent to a representative sample of 415 women in the same age group, drawn from the census list. The response rate was 64%. We also had intensive interviews with smaller samples, including 20-35 women.

This inquiry is undertaken in Akershus, an administrative area in the vicinity of Oslo. The total population is nearly 350.000 and includes both agricultural and suburban

communities.

What characterizes women seeking competence-building adult education in Norway is:

1. They are living in environments that are favourably disposed to make use of available opportunities for education.
2. They have to a greater extent than women as a whole, been involved in vocational life.
3. They come from sectors of the population characterized by the existence of small nuclear families, children who go to school, and husbands in steady daily jobs.
4. Women's motivations for seeking adult education is positively correlated to the existence of available education and kindergarten in their near environment.
5. The most common types of motivation was a wish to get a better education or to get into occupational life.
6. The most common barriers for motivated women for participating in adult education is lack of child-care, difficulties of getting to and from the school center, personal insecurity because of long-time absence from the educational system. Women's situation is also characterized by a complex of barriers. Many women informed us that they had over 20 different barriers.
7. The research results also show that we may be sceptical concerning the possibility of adult education as a means of women's liberation, mainly because a) many women simply repeat their youth education. Thus, adult education cannot simply be seen as a compensation for the earlier differential treatment of school-girls and school-boys. b)Almost any woman seeking competence-bilding adult education, participate in a traditional female education such as language studies, secretary courses, social welfare and child care schools, nursey schools. )Many women, after concluding their adult education, turn into paid occupation. Most of these jobs, however, are typically low-paid "female work".

Publ: Haukaa, Runa and Ås, Berit: Kvinner og etterutdanningen foreløpig rapport om prosjekt "Behov for etterutdanning blant kvinner i Akershus". Psykologisk institutt, University of Oslo, 1974, 147p.
Haukaa, Runa: Women and competence-building adult education. Convergence, 1975, nr. 3.
Haukaa, Runa: Adult education - does it contribute to increase the educational differencies?, Acta sociologica, 1975, nr. 2-3.
Haukaa, Runa: Kvinner og voksenopplæring. Årsaken til den selektive rekruttering, Psykologisk institutt, University of Oslo, 1976, 175 p.
Haukaa, Runa: Likestilling mellom kjønnene. Om Lov om voksenopplæring. In: Ness, Einar (Ed.): Voksenopplæring -77. Oslo: NKS-forlaget 1977.

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1147810

Virkninger av lov om voksenopplæring. (Consequences of the Adult Education Law.)

NO o 1977-1979 11400 x 23300 x 25100

Knudsen, Knud;

Inst.: University of Bergen and Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

Fin.: Ministry of Church and Education.

adult education; educational policy; act; legislation; resource allocation; educational opportunity;

education des adultes; politique de l'education: loi; legislation; affectation des ressources; chances d'education;

The background of the project is in the new Adult Education Law itself, and the public interest in the potential consequencies of it. The main purpose is to study the effects of the Law in different adult education agencies and in different regions and counties.

Two samples are to be studied: 1) Local adult education agencies and 2) Norwegian municipalities.

Different methods, mainly quantitative, are to be used, ranging from traditional cross-classification to regression analysis and factor analysis.

1147811

Hvem bør prioriteres i voksenopplæringen? (Who are to be given priority in the field of adult education?)

NO o 1978 11400 x 25100 x 23300

Kallerud, Bitten; Lund, Jørgen; Singsaas, Øystein;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

Fin.: The Norwegian Institute of Adult Education.

adult education; recruitment; access to education: educational opportunity; educational policy; legislation; official text;

education des adultes; recrutement; access a l'education: chances d'education; politique de l'education: legislation: texte officiel;

The work is an exposition of government documents concerning adult education, employment policy and social policy as well as a presentation of research in the field of adult education.

Publ.:Hvem bør prioriteres i voksenopplæringen?, Norsk voksenpedagogisk institutt, Trondheim 1978.

1147812

Voksenopplæring i Norge. Rekruttering, deltakelse og deltakererfaringer. (Adult education in Norway, recruitment, participation and experiences.)

NO o 1977-1979 11400 x 26100 x 13100

Skaalvik, Einar; Tvete, Sjur;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim. and University of Trondheim

Fin.: The Norwegian Institute of Adult Education., University of Trondheim and The Norwegian Research Council for Science and the Humanities.

adult education; recruitment; evaluation; teaching method; teaching quality; quality of education;

education des adultes; recrutement; evaluation; methode pedagogique; qualite de l'enseignement; qualite de l'education;

The aims of the study were to describe the experiences made by participants in adult education courses autumn 1975, and to describe the practical use the participants have had from the courses.

Two different samples received questionnaires: one in the region of Trøndelag, N=1300, and one on a national basis, N=4100. The samples were drawn at random.

1147813

Motivasjon, studium og yrke. (Motivation among students for a university education and subsequent occupation.)

NO o 1978-1979 17800 x 17500 x 25100

Eriksen, Knut;

Kobberstad, Tor; (sup)

Inst.: Norges allmennvitenskapelige forskningsråd ( The Norwegian Research Council for Science and the Humanities), Wergelandsveien 15, N-Oslo 1.

Fin.: The Norwegian Research Council for Science and the Humanities. and Ministry of Church and Education.

choice of studies; student; socio-economic status; motivation for studies; occupational choice; profession; personal

interest; income;

choix des etudes; etudiant; status socio-economique; motivation pour les etudes; choix d'une profession; profession; interet personnel; revenue;

The aims are to analyse factors which determine a student's decision to enter upon a university education. Consideration is given to factors related to the students' social background, their interest in a particular course of study and in a special future occupation and level of income. There is a lack of knowledge on these decision-making processes in Norway.

The population is university students in different fields of study. A stratified random sample of about 25% is drawn among students in their first term, autumn 1977.

Data are collected by mailed questionnaires.

1217801

Curriculum development: Theories, decision making, implementation, evaluation.

NC c 1975-1977 12100 x 23100 x 12500

Dahl, Ole Martin; Wang, Jan Erik; Gjendum, Per; Krabseth, Hans-Jacob; Rian, Gyda B.; Vangberg, Sverre;

Harbo, Torstein; (sup.)

curriculum development; reform of education; decision making; educational innovation; science education; evaluation;

elaboration de programmes d'etudes; reforme de l'enseignement; prise de decision; innovation pedagogique; education scientifique; evaluation;

The project consist mainly of case studies of some well known curriculum development projects. Focusing on the implicit or explicit theory, the process for decision making, implementation or evaluation. The projects are Biological Science Curriculum Study (BSCS), Nuffield O-Level Biology, Science Curriculum Improvement study (SCIS), The Humanities Curriculum Project, and the Norwegian project Aktiv fysikk og kjemi for ungdomsskolen.

In addition, studies of some curriculum development activities covering several subject areas and the relationship between school and working life. Curriculum development movement in USA - the Woods Hole Conference - and an analysis of relationship between the general and specific components in some selected high school programmes.



Publ.: Dahl, O. M.: Reformprosjekter i biologi. Et studium av Biological Sciences Curriculum Study og Nuffield O-Level Biology. Rapport nr. 1, University of Trondheim 1975, 248 p.

Wang, J. E.: The Humanities Curriculum Project. Rapport nr. 2, University of Trondheim 1975, 117p.
Kvalsund, R.: Praktisk pedagogisk utviklingsarbeid: Teorier, strategier og beslutninger. Belyst ved studium av et amerikansk naturfagsprosjekt på barneskolenivå: Science Curriculum Improvement Study (SCIS). Rapport nr. 3, University of Trondheim 1976, 234p.
Gjendem, P.: Gesamtschule i Hessen. Ide og virkelighet. Rapport nr. 4, University of Trondheim 1976, 240 p.
Krabseth, H-J.: Alternativ opplæring i ungdomsskolen. Bakgrunn, planutkast og praktisk gjennomføring. Rapport nr. 5, University of Trondheim 1976, 144 p.
Rian, G. B.: Læreplanarbeid i Israel. Rapport nr. 6, University of Trondheim 1976, 190 p.
Vangberg, S.: Evalueringen i et utviklingsprosjekt som legger elev-fag modellen til grunn. Rapport nr. 7, University of Trondheim 1976, 208 p.
Harbo, T.: Det allmenne og det spesielle i 16-19-åringenes utdannelse. In: Nordiska Ministerrådet: 16-19 åringenes utdannelsessituasion i Norden. 1978.

1217802

Faglig kunnskap og individuell og sosial relevans. (Discipline oriented knowledge and individual and social relevance.)

NO o 1978-1980 12100 x 12500 x 17200

Valås, Harald; Sæther, Arne;

Harbo, Torstein; (sup.)

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities.

curriculum development; main subject; specialization; knowledge; transfer of learning; mathematics; new mathematics;

elaboration de programmes d'etudes; matiere principale; specialisation; connaissance; transfert pedagogique; mathematiques; mathematiques nouvelles;

Case studies of curriculum development projects where the relationship between discipline oriented knowledge and its relevance for the student here and now and for his future community life has been a central problem. The development of the new mathematics with its aftermath is one case, another case is Man: A course of study.



publ.: Valås, Harald: struktur og enhet i skolematematikken for junior high school. Noen sider ved det praktisk - pedagogiske utviklingsarbeid i skolematematikken de siste to decennier belyst ved tre reformforslag. Rapport nr. 1,

42

University of Trondheim 1978, 201 p.

1217803

Mønsterplanprosjektet. (The elementary school curriculum project.)

NO o 1977-1980 12100 x 19100 x 16300

Brock-Utne, Birgit; Heyerdahl-Larsen, Lars; Husebye, Roar; Reinholdt, Pål; Gundersen, Jorunn;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education.

lower secondary; self-management; cooperation; organization; teacher participation; teacher role; group; team teaching; curriculum development; decision making; open curriculum;

secondaire premier cycle; autogestion; cooperation; organisation; participation de l'enseignant; role de l'enseignant; groupe; enseignement en equipe; elaboration de programmes d'etudes; prise de decision; programme d'etudes ouvert;

The aim is to throw light on some of the conditions which allow for a development towards greater sharing of responsibility in the daily life of a school by all parties concerned. In 1969 Norway got a new law of the compulsory nine year school. Shortly thereafter we got a new curriculum plan. One of the intentions of the new law as well as of the curriculum plan and governmental regulations, is to allow for grater variety and local freedom. We want to see how this freedom can be used to develop a creative climate in school.

We are studying four lower secondary schools (grades seven to nine in the compulsory school), two of the schools are based on a team teaching model, one of the schools did not have any organized teacher cooperation and the fourth had tried such cooperation partly and later on left the model.

We are partly using an action research approach, studying the organization of the schools by trying to change them. The instruments used are participant observation, interviews, open-ended questionnaires and records from meetings.

We are now evaluating the four different schools. Reactions from the teachers on our tentative evaluation are studied, together with their responsiveness to critique. Clear differences are found, and an analysis of these findings will be worked out.



Publ.: Brock-Utne, Birgit : Slik begynte Mønsterplanprosjektet. Rapport nr. 1, University of Oslo 1977,

81 p.
Brock-Utne, Birgit : Nettverksseminar i Mønsterplanprosjektet. Rapport nr. 2, University of Oslo 1978, 80 p.
Heyerdahl-Larsen, Lars, Husebye, Roar and Reinholdt, Pål : Utvikling mot problemorientert emneundervisning på Arnholm. Rapport nr. 3, University of Oslo 1978, 123 p.
Brock-Utne, Birgit : The loyalty conflicts of an educational researcher in action, University of Oslo 1977, 17 p.
Brock-Utne, Birgit : Mønsterplanprosjektet - et aksjonsforskningsprosjekt. Norsk Pedagogisk Tidsskrift, vol. 62, 1978, nr. 3, p.81-85.
Gundersen, Jorunn: Lærersamarbeid ved Andenes. Rapport nr. 4, University of Oslo 1978, 95 p.
Brock-Utne, Birgit : Mønsterplanprosjektet som eksempel på pedagogisk aksjonsforskning, University of Oslo 1978, 22 p.

1217804

Mønsterplanundersøkelsen 1978. (Survey concerning the new curriculum plan (Mønsterplanen) for primary and lower secondary schools.)

NO o 1978-1980 12100 x 11300

Vestre, Svein Egil;

Inst.: Norsk Lærerlag (The Norwegian Teachers Association), Rosenkrantzgt. 15, N-Oslo 1.

curriculum; teaching programme; evaluation; primary school; lower secondary; act; regulation;

programme d'etudes; programme d'enseignement; evaluation; ecole primaire; secondaire premier cycle; loi; reglementation;

The Ministry of Church and Education, issued in 1974 a curriculum plan (Mønsterplanen) which provides the aims set for the schooling, the allocation of subjects and lessons, and teaching programmes for all subjects at all levels (grades 1-9). This centrally decided curriculum plan is an important instrument for directing the daily work at school. For this reason it is of importance to investigate how the plan works in practice.

The aim of the project is to describe the present status concerning the realization of the main ideas in the plan. As a consequence of this, the main obstacles and positive incentives will also be pointed out.

A random sample of 1400 teachers from the whole country have been asked for information by mailed questionnaires.

1227801

Ikonisk persistens og leseferdighet. (Iconic persistence and reading ability.)

NO o 1978-1980 12200 x 17300 x 17400

Høien, Torleiv;

Inst.: Stavanger pedagogiske høgskole (Stavanger College of Education), Telegrafdirektør Heftvesgt. 24, N-4001 Stavanger.

Rogalandsforskning (Rogaland Research Council), Box 2503, N-4001 Stavanger.

Fin.: Ministry of Church and Education.

reading; visual perception; image; visual capacity; dyslexia; ability; learning difficulty;

lecture; perception visuelle; image; capacite visuelle; dyslexie; capacite; trouble de l'apprentissage;

The aim of the project is to get more knowledge about causes behind reading disabilities. The hypothesis behind this project is that too long iconic persistence may hinder the visual information processing and thereby cause reading disabilities. Long iconic persistence will have a proactive interference on the processing of new visual stimuli.

The sample comprises about 600 pupils from 30 primary schools. The pupils are distributed on four subgroups: (1) those with specific reading disabilities; (2) those with general reading problems; (3) those with specific reading abilities and (4) those with normal reading abilities (the control group).

All the pupils will be tested with a diagnostic reading test, an intelligence test, visual ability test and iconic persistence tests. The data will be statistically analysed.

1227802

En studie av feiltyper i grunnskoleelevers skriftlige arbeid. (A study of errors in the written work of primary and secondary school pupils.)

NO o 1978-1980 12200 x 25100 x 15400

Wiggen, Geirr;

Inst.: Elverum pedagogiske høgskole (Elverum College of Education), N- 2400 Elverum

Fin.: Ministry of Church and Education.

primary school; lower secondary; written work; linguistics; phonetics; spelling; grammar; error; sociolinguistics; language; mother tongue; colloquial language; dialect; spoken language;

ecole primaire; secondaire premier cycle; exercice ecrit; linguistique; phonetique; ortographie; grammaire; erreur; sociolinguistique; langage; langue maternelle; langage courant; dialecte; langage parle;

Error analyses of pupils' written work internationally ( e.g. Denmark, Federal Republic of Germany and England) have indicated that much of children's difficulties in writing is caused by incongruity of structure between speech and written standard. This study is meant to analyze the Norwegian situation, and it is linked to the question of using the pupils' dialect in their first attempts at reading and writing.

The sample chosen for study is 380 texts from rural and urban districts, and from schools using either one or the other of the two official languages in Norway. This sample may be expanded.

Methods used are 1) Written texts corrected by teachers, collected and analyzed with reference to dialects and written standards; 2) written essays on the same subject from all informants - uncorrected; 3) attitude tests among parents, pupils and teachers; and 4) classroom observations.

Publ.: Wiggen, Geirr: The use of dialects in the initial teaching of the written language: The Norwegian case. Paper presented at the 5th AILA Congress, Montreal August 1978.

Wiggen, Geirr: Dialektbruk i morsmålsopplæringa, især den første lese- og skriveopplæringa. In: Kleiven (Ed.): Språk og samfunn, Oslo: Unipax 1979.

1227803

Nordnorsk litteratur i grunnskolen i Nord-Norge. (North Norwegian literature in primary schools in Northern Norway.)

NO o 1977- 12200 x 14200 x 25200

Gabrielsen, Arnulf;

Inst.: Høgskolen i Finnmark (Finnmark Regional College), N-9510 Elvebakken

Fin.: The Council for Teacher Education and Finnmark Regional College

textbook; children's book; literature; novel; reading; mother tongue; basic subject; option; primary education; local community;

manuel d'enseignement; livre pour enfants; litterature; roman; lecture; langue maternelle; matiere fondamentale; matiere a option; enseignement primaire; collectivite locale;

Norwegian textbooks and readers for primary school include very little literature from the northern regions. Children in the north should know about their cultural background, and use of regional or local literature could increase students' motivation and enhance the study of literature in general. Students can more easily see the relevance of literature to social, political and other questions if some of the material is based on familiar situations.

This regional orientation is an addition to the existing national content of existing curricula, and it is intended in the new curriculum plans for Norwegian schools. After the completion of the project, annotated lists of suitable literature will be published.

1237801

Produksjon og utprøving av lyttemateriell i norsk for innvandrere. (Production and testing of listening material in Norwegian for migrants.)

NO C 1976-1978 12300 x 12200 x 10400

Hvenekilde, Anne;

Inst.: University of Oslo, Norskundervisningen for utenlandske studenter, Blindern, N-oslo 3.

Fin.: Ministry of Church and Education.

foreign worker; migrant worker; immigrant; teaching method; teaching aids; grammar; directed exercises; language teaching; Norwegian; listening; comprehension;

travailleur etranger; travailleur migrant; immigrant; methode pedagogique; moyens d'enseignement; grammaire; travaux diriges; enseignement des langues; norvegien; ecoute; comprehension;

In trying to learn Norwegian the migrants often find themselves in a vicious circle: with insufficient knowledge of the language it is difficult to have contact with Norwegians, and with little contact learning the language is difficult. Comprehension training is a first necessary step towards breaking this vicious circle. To be able to communicate in Norwegian outside the classroom situation, migrants will have to be able to understand a variety of sociolects and registers.



In this project listening comprehension material was produced intended to bridge the large gap between the traditional taped dialogues consisting of a written text read aloud and authentic speech. The material consists of a series of interviews not originally produced for language teaching. The

interviews are made with people in Oslo of different age, sex and social background, and the topics are from the interviewed persons' daily life (e.g. housing, school etc.). The original interviews were cut up into small sentences each containing only one topic, and these sequences were reedited into new series. Example: In the series "Housing" the student can listen to 6 persons answering the same questions on their housing situation.

Before the final edition of the material, the individual parts in each series will be ranked according to difficulty (by student questionnaires) and ordered with increasing difficulty.

Written multiple choice comprehension questions and vocabulary lists have been made for all series.

1237802

Utarbeidelse og utprøving av øvingsmateriell i norsk uttale til bruk for utlendinger. (Development and testing of practice material in Norwegian pronunciation for use with foreigners.)

NO O 1978-1980 12300 x 12700 x 10400

Strandskogen, Åse-Berit;

Inst.: University of Oslo, Norskundervisningen for utenlandske studenter, Blindern, N-Oslo 3.

Fin.: Ministry of Church and Education.

foreign worker; migrant worker; immigrant; teaching method; teaching aids; grammar; directed exercises; language teaching; Norwegian; speech training; pronunciation; colloquial language;

travailleur etranger; travailleur migrant; immigrant; methode pedagogique; moyens d'enseignement; grammaire; travaux diriges; enseignement des langues; norvegien; education de la parole; prononciation; langage courant;

Because of the increasing number of immigrants coming to Norway, the need for suitable learning materials in Norwegian for foreigners, wishing to study Norwegian, has become urgent. Such materials have previously been given little attention. The aim of this project is to develop and test basic teaching-learning materials in practical Norwegian pronunciation based on East-Norwegian colloquial speech.

The materials consist of both theoretical and practical elements. Most of the teachers of Norwegian for foreigners have too little knowledge of phonetics, and they need a theoretical background to advise the students. Besides the theoretical explanations, the materials consist of a series of exercises based on minimal pairs designed to train the students' ability to hear and produce the correct phonetic quality. The most typical intonation patterns are also

included, illustrated by sample sentences.

The materials have been developed on the basis of contrastive analysis. Descriptions of the sound systems of 6 source languages have been constructed from published accounts and in consultation with scholars in each field. These groups are chosen partly because they were the largest immigrant groups in Norway.

The materials have been presented to the students and are still beeing tested. Phonetic deviations from the Norwegian model have been analyzed in relation to the sound systems of the students' native language. An attempt is made to identify general tendencies in sound substitution. By using broad descriptions it is hoped that the results obtained will have applications and thereby usefulness for the immigrant population at large.

1237803

Norsk skriftlig i den videregående skolen. (Norwegian as written language in secondary schools.)

NO o 1977-1979 12300 x 11300 x 15400

Strandskogen, Rolf;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N- Oslo 6

Fin.: Municipality of Oslo.

secondary education; secondary school; students' work; language teaching; directed exercises; literature; writing; written work; composition; grammar;

enseignement secondaire; ecole secondaire; travail des eleves; enseignement des langues; travaux diriges; litterature; ecriture; exercice ecrit; composition litteraire; grammaire;

The primary goal for this project is to discover useful directions in the instruction of written Norwegian in the secondary schools. In instructing students, it is important to show them different modes of expression, such that they can become familiar with different language patterns. It is not sufficient merely to demonstrate a pattern to students, they must also be shown the differences between given pattern and their own styles of writing.

How can students be made better able to express themselves? What types of writing exercises are usable? Do new grammatical theories offer us any useful ideas to put into practice in the instruction of written expression?

All assignments in this project employ a given text. The text come from both belles-lettres and technical material. We believe that the students derive greater benefits from

language exercises and observations taken from given texts than from simply solving problems in an exercise book.

Some of the sets of exercises provide a method of presenting word classes according to classical models, but rather as an attempt to show how the individual word classes function within a sentence. Theoretical grammar gives possibilities of language variation and, thereby, greater freedom in using language. Some of the exercises consist of rewriting short, simple sentences to more compact and complex sentence constructions.

There are also exercises on restating a given message to show that the same information can be expressed in different language styles. Students will work, for example, with sentences which vary stylistically though they resemble in terms of content. In this way students are given some possibilities in evaluating different modes of expression.

All the exercises are tested in Norwegian secondary schools. A series of meetings have been held with instructors. The exercises are beeing tested with different student groups in various plans of study. After further trial, we will summarize our results with the exercises.

1237804

B- og C-språk på 1. trinn i den videregående skolen. (Deuxième et troisième langues étrangères au deuxième cycle de l'enseignement secondaire.)

NO o 1977- 12300 x 11300

Aass, Sverre Halvard;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N- Oslo 6

Fin.: Municipality of Oslo.

secondary education; secondary school; upper secondary; curriculum subject; language teaching; foreign language; third language; teaching method; educational information; choice of studies;

enseignement secondaire; ecole secondaire; secondaire deuxieme cycle; matiere d'enseignement; enseignement des langues; langue etrangere; deuxieme langue; methode pedagogique; information pedagogique; choix des etudes;

Les plans d'études de l'enseignement secondaire norvégien supposent une grande liberté de choix en langues étrangères, a l'exeption de l'anglais, qui est toujours obligatoire. Cette liberté prévue n'est pas réelle pour la majorité des étudiants. Le nombre peu élevé d'étudiants d'espagnol, français, italien et russe cause actuellement de l'inquiétude chez les autorités administratives, politiques et éducatives,

ainsi que dans les milieux commerciaux en Norvège.

Le projet a un triple but
1. de faciliter un choix varié de langues étrangeres;
2. d'harmoniser les divers niveaux du système du point de vue didactique;
3. d'améliorer l'information sur les langues à choisir et l'utilité des langues dans un contexte professionnel.

Une région scolaire consistant de 5 établissements du deuxième cycle et 11 établissements du premier cycle secondaire.

1257602

Miljølæreprosjektet. (Environmental education in primary school (1-6): a curriculum development project.)

NO o 1969-1979 12500 x 14600 x 12100

Bjørndal, Bjarne; Lieberg, Sigmund;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education.

primary school; curriculum; integrated curriculum; interdisciplinary; ecology; environment; teaching aids; innovation; information dissemination;

ecole primaire; programme d'etudes; programme d'etudes integre; interdisciplinaire; ecologie; environnement; moyens d'enseignement; innovation; diffusion de l'information;

The aims of the project are (1) to develop series of teaching-learning units in environmental education for primary school. (2) To gain experience of a theoretical methodological model for planning and teaching environmental education themes with special regard to the relationship between educational and interdisciplinary factors. (3) To test a model for the diffusion of educational and interdisciplinary information to teachers. (4) To develop an interdisciplinary and cooperative approach for planning teaching-learning units. (5) To gain experience of teaching controversial issues in environmental education. (6) To qualif teachers for planning and teaching their own teaching-learning units in environmental education.

The sample consists of approximately 20 classes at each of the grades 3-6 - altogether 80 teachers and 2,000 pupils from 8 regions in Norway.

Formative evaluation based upon teachers' reports, teachers' interviews and questionnaires or tests of pupils' attitudes, interests and motivation.

No final evaluation report is available so far. Some indicators point to the following changes in teaching strategies in the trial schools: More time spent on student activities such as excursions, laboratory work, experiments etc.; more time spent on the affective aspects of learning and teaching; more work on planning and structuring of learning activities; change from subject-based to integrated approach.

Publ.: Bjørndal, B. and Lieberg, S.: Miljølære i grunnskolen. Vår skole, vol. 60, 1974:4-5, p. 164-168.

Bjørndal, B. and Lieberg, S.: Environmental education in primary school. A presentation of a Norwegian curriculum development project. Scandinavian Journal of Educational Research, vol. 19, 1975, p. 131-151.

Bjørndal, B. and Lieberg, S.: Innføring i økopedagogikk. En studiebok for lærere. Oslo, 1975, 119p.

Lieberg, S.: Miljølæreprosjektet - arbeid og erfaringer. Vår skole, vol. 62, 1976:4, p. 288-293.

Lieberg, S.: Miljølæreprosjektet. Erfaringer med prosjektledelse, tverrfaglig samarbeid, samarbeid med lærere, skoler og pedagogiske sentra. In: Forsøks- og utviklingsarbeid i lærerutdanninga. Oslo, 1976, p.55-83.

1257603

Ny regning. (New mathematics.)

NO o 1969-1979 12500 x 11300

Karlsen, Odd; Johannessen, Kjell-Eirik;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N- Oslo 6

Fin.: Municipality of Oslo.

primary education; lower secondary; new mathematics; teacher; teacher education; teaching practice; comparative analysis; Denmark; Norway;

enseignement primaire; secondaire premier cycle; mathematiques nouvelles; enseignant; formation des enseignants; pratique pedagogique; analyse comparative; Danemark; Norvege;

MUNK (Matematikk-undervisningens nordiske komite = Nordic committee on Education in Mathematics) have conducted some promising developmental work in new mathematics; the local school authorities in Oslo and in Copenhagen have taken the initiative to continue this activity. The aims of the project are to find out how teachers with regular teaching practice are able to master the teaching of new mathematics in the elementary school, how children learn certain mathematical concepts, and how they are able to apply these when solving

practical mathematical problems.

The experimental group consists of six elementary schools in Oslo (20 classes) and 13 elementary schools in Copenhagen (20 classes). There is also a control group of the same size.

The pupils are tested, and there is a questionnaire for teachers. Feed-back is provided for the authors of mathematical textbooks. New textbooks are tested and evaluated.

Preliminary results: The earlier most commonly used mathematical textbooks for the 2nd grade would seem to be not very effective. Use of symbols and theory in new mathematics "NY REGNING" for the firts three grades do not exceed the pupils' ability.

Publ.: Johannessen, Kjell-Eirik: "Ny regning" på barnetrinnet - et dansk-norsk samarbeid. P.I.P. Forsøk i Osloskolen. 1973:1. p.10-11.

Matematikkundervisning i 2. og 3. klasse - "Ny regning" - et samarbeidsprosjekt mellom Københavns Kommunale Skolevæsen og Skolesjefen i Oslo. Delrapport 1970-71 til 1972-73. Rapport nr. 31 fra Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, 1976, 76p. + app.

Matematikkundervisning i 4. og 5. klasse. Delrapport skoleårene 72-73 til 74-75. Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, 1978.

1257801

En undersøkelse og vurdering av oppgaver og besvarelser fra grunnskolens avgangseksamen i matematikk 1977. (An investigation and evaluation of the examination paper and students' answers from 9th grade final examination in mathematics 1977.)

NO c 1977-1978 12500 x 19700 x 27300

Våge, Jostein;

Inst.: Tromsø pedagogiske høgskole (Tromsø College of Education), N-9000 Tromsø

Fin.: Tromsø pedagogiske høgskole (Tromsø College of Education), N-9000 Tromsø

examination; achievement control; achievement measurement; marking; evaluation; mathematics; arithmetic; geometry; test; error; item analysis; reliability; validity; sex difference;

examen; controle du rendement; mesure du rendement; notation; evaluation; mathematiques; arithmetique; geometrie; test; erreur; analyse d'item; fidelite; validite; difference de sexe;

The examination papers for 9th grade final examination in mathematics have the last three years consisted of 50-60 mostly unconnected questions. Previously this paper consisted of 3-4 comprehensive problems.
The main questions for this study is:
does this new type of examination paper satisfy the requirements of an acceptable examination paper with regard to wide coverage of topics; testing not only routine manipulations but also comprehension, thereby increasing reliability and validity?
How did the students succeed according to topics, complexity and level of intellectual demand?
Do the answers show significant differences between male and female students with regard to these qualities?

The sample was 452 students from four different schools in the municipalities of Bodø and Harstad. Methods used were:
Evaluation of reliability and validity of the test;
Item analysis; Finding the "difficulty index" and discrimination power of test items;
Studying the achievement of boys and girls concerning
- single step and multiple step answers
- simple recall and algoritmic manipulation - higher level questions
- percent, ratio, scale etc.

Problems covering topics usually described as "modern mathematics" are literally non-existent in this paper. About 60% of the questions are selected from the curriculum of grades 1-6.

only a relatively small number of the problems require for their solution a higher level of intellectual ability according to a modified Bloom taxonomy.

The test result transformed to marking do not seem to be a particularly well suited criterion of qualification for further study of mathematics.

The examination paper does not seem to comply with the requirements for reliability and validity. The item analysis indicates that 17 questions suffer from too low or too high difficulty index, and 14 questions show poor discrimination.

The students show poor results in topics like fractions, substitution of numbers in literal expressions, scale, equations and geometry. They show lack of relational understanding. This is most clearly demonstrated in their solution of equations.

Boys achieve significantly better results than girls in the topics fractions, ratio and scale, and in problems requiring multiple step answers. Boys and girls do equally well in routine manipulations.

Publ.: Våge, Jostein: En undersøkelse og vurdering av oppgaver og besvarelser fra grunnskolens avgangseksamen i matematikk 1977, Tromsø lærerskole 1978 68p. +app.

54

1267602

Lokalhistorie i skolen. (Local history at school.)

NC c 1974-1978 12600 x 16200

Angvik, Magne;

Inst.: Bergen pedagogiske høgskole (Bergen College of Education), Landåssvingen 15, N-5000 Bergen.

Fin.: Ministry of Church and Education.

history; local studies; teaching method; teacher education; local community; environment;

histoire; etudes locales; methode pedagogique; formation des enseignants; collectivite locale; environnement;

The aims of the project were (1) to try out new methods in arranging material for the teaching of local history and environment; (2) to enable teachers to obtain experience in using different kinds of environmental material as part of their postgraduate work; (3) to elaborate and try out on a small scale various study units (integrated curriculum) relating to different types of locations in Western Norway.

Nine different study units have been tried out at different schools in Western Norway. They are available (for sale) from Bergen Teachers College.

Publ.: Heimstaden min. Eit undervisningsopplegg om Lindåshalvøya. Bergen lærerhøgskole, 1976.

Bruustad, Per Jostein: Sykkylven på 1800-tallet. Bergen lærerhøgskole, 1976.

Flønæs, Ingebrigt: Geologien i Selbu. Bergen lærerhøgskole, 1976.

Schaug-Pettersen, Svein: Glimt frå Fjørtoft på 1800-talet. Bergen lærerhøgskole, 1976.

Steinsland, Trond: Geologien i indre Hardanger. Bergen lærerhøgskole, 1976.

Aase, Torbjørn: Naturgeografi. Noreg. Hordaland. Stord. Bergen lærerhøgskole, 1976.

Angvik, Magne (ed.): Hardangervidda. Bergen lærerhøgskole, 1976, 100p.

Angvik, Magne (ed.): Vannkraft og miljø. Bergen lærerhøgskole, 1977, 96p.

Bø, Odd Einar et al.: Elva. Bergen lærerhøgskole, 1978, 99p. + 29p.

1267801

Lærebøkenes behandling av temaet likestilling mellom kjønnene. (A textbook analysis with regard to the theme equality between the sexes.)

NO ć 1977-1978 12600 x 25100 x 18100

Skinningsrud, Tove; Haavelsrud, Magnus;

Inst.: Institutt for samfunnsvitenskap (Institute of Social Sciences), Universitetet i Tromsø, Box 1040, N-9001 Tromsø.

University of Tromsø

Fin.: Private

textbook; social sciences; women's education; sexism; sex difference; equal opportunity;

manuel d'enseignement; sciences sociales; education des femmes; sexisme; difference de sexe; egalite de chances;

The project is an analysis of how the textbooks of social studies treat the theme equality between the sexes compared to research in the area and the national curriculum plan (Mønsterplanen).

Five textbook-series of social studies in lower secondary school were selected for content analysis.

The series do not utilize the wide frames indicated by the national curriculum plan. This plan opens for an extensive treatment of the theme equality between the sexes. The textbooks do not incorporate recent areas of research concerning specific feminine domains like unpaid production in the home.
There are developed five different criteria for textbook evaluation.

1267802

Læreplanutvikling i samfunnsfag. (Curriculum development in social science.)

NO o 1977- 12600 x 12100 x 25200

Monsen, Lars; Alvik, Trond;

Inst.: Oppland distriktshøgskole (Oppland Regional College), Box 193, N- 2601 lillehammer.

Fin.: Ministry of Church and Education.

curriculum development; social sciences; local community; school-community relation; teacher-pupil relation;

cooperation; participation; student participation;

elaboration de programmes d'etudes; sciences sociales; collectivite locale; relation ecole-collectivite; relation maitre-eleve; cooperation; participation; participation de l'etudiant;

The aim is to study the possibility of realizing the following ideas:
1. The local environment as source when choosing content.
2. The possibility of joint planning between teacher and primary school pupils.

The sample comprises 30 teachers from the county of Copland. The participants have themselves chosen to take part in the project.

Methods used are questionnaires, interviews, observation methods and discussions.

1267803

Historie i videregiende skoler. (History in secondary schools.)

NO o 1978-1980 12600 x 11300 x 12100

Rudeng, Erik;

Inst.: Hovseterveien 98, N-Oslo 7.

Fin.: Ministry of Church and Education.

secondary education; secondary school; social sciences; history; curriculum subject; curriculum development; teaching programme; didactics; teaching method;

enseignement secondaire; ecole secondaire; sciences sociales; histoire; matiere d'enseignement; elaboration de programmes d'etudes; programme d'enseignement; didactique; methode pedagogique;

The traditional history curriculum based upon the Western unilinear idea of progress has been modified and distorted, but in no way thoroughly reassessed in the light of recent research and societal priorities. The aim of this study is to produce an overview of research and policy considerations relevant for designing history curricula for the 1980's.

Methods used are:
1. Studies of recent research literature in history, socialization theory, educational psychology and sociology, curriculum research.
2. Interviews with various key persons in the field of history didactics ( Geschichtsdidaktik).
3. Cooperation with teachers testing out classroom material and with groups designing in-service training for history teachers.

Publ.: Galtung, Johan, Heiestad, Tore and Rudeng, Erik : On the last 2500 years in Western History, in: The New Cambridge Modern History. Companion Volume, (Ch. 13), Cambridge University Press 1979.

1277601

Utprøving og framstilling av undervisningshjelpemidler til bruk i vevundervisningen. (Research and development in respect of equipment and resources for instruction in weaving.)

NO o 1976- 12700 x 14400 x 14500

Andersen, Elsa Lilledal; Gielsvik, Liv; Hougen, Eva; Huse, Britt Utti;

Inst.: Statens pedagogiske høgskole i forming (State Teacher College of Art and Craft), Cort Adelersgt. 33, N-Oslo 2.

Fin.: Ministry of Church and Education. and State Teacher College of Art and Craft Education.

teaching aids; audiovisual aid; photograph; educational film; craft; training method;

moyens d'enseignement; moyen audiovisuel; photo; film educatif; artisanat; methode de formation;

The aims are to study various methods of warping and dressing looms, to construct time-saving equipment and develop better working methods, and to make series of photos with accompanying text and film loops to aid students and teachers.

In the first part of the project, the following series will be completed: Warping with paddles; Sectional warping; Spreading the warp in a paddlecomb and winding the warp.

The methods used are questionnaires to students and discussions of working methods and equipment, together with the students experimentation in practical situations.

1277801

Musikkundervisning i barneskolen. (Music education in primary school.)

NO o 1978-1982 12700 x 11300 x 16300

Lillemyr, Ole Fredrik;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

music; music education; primary school; individualization; individualized teaching; teaching method; teacher-pupil

relation; interaction; teacher participation; teacher role;

musique; education musicale; ecole primaire; individualisation; enseignement individualise; methode pedagogique; relation maitre-eleve; interaction; participation de l'enseignant; role de l'enseignant;

As background for the project are taken intentions for music education according to the model curriculum (Mønsterplanen) and "new" ideas for music education (Orff, Kodaly etc.) in relation to the needs and demands for individualized music instruction in primary school. Teacher characteristics are supposed to interact with ways of individualizing instruction and with type of instructional method used.

The aims of the study are 1) to get descriptive information on individualized music instruction, and 2) to study learning results and class activities among students according to the instruction given (interaction between teacher and instructional method used).

The sample is five schools in the city of Trondheim with 15 teachers and 350 students. The sampling procedure was a combination of cluster samoling and stratification. A part of the sample will be followed up for another year.

The methods used are descriptive techniques and field experiments using tests, rating scales and direct observation.

1277802

Kartlegging og analyse av barns spontantale med henblikk på utarbeidelse av hjelpemidler i spesialundervisningen. (Mapping and analysis of children's spontaneous verbal language in order to work out better teaching aids for retarded children.)

NO o 1978-1980 12700 x 14100 x 10300

Skreslett, Arve;

Inst.: Pedagogisk-psykologisk tjeneste i Melhus (Educational andPsychological Service in Melhus), N-7084 Melhus.

Fin.: Ministry of Church and Education.

child; pre-school child; handicapped; speech handicapped; cognitive development; language skill; speech; speech training; special education; teaching aids; entry to school;

enfant; enfant d'age pre-scolaire; handicape; handicape de la parole; developpement cognitif; aptitude linguistique; parole;education de la parole; enseignement special; moyens d'enseignement; entree a l'ecole;

As an institution for school and pre-school service, our aim is to develop tools by which we can help retarded children in their acquisition of language skills, reading etc. Our main hypothesis is that many of the books and other material

published are based on insufficient analysis and knowledge of children's language.

The sample comprises 30 seven year old children. Data are collected by naturalistic and seminaturalistic recordings.

1277803

Betong som formingsmateriale. (Concrete as a material in art education.)

NO o 1978- 12700 x 13400 x 17600

Moen, Peer-Bjarne;

Inst.: Statens pedagogiske høgskole i forming (State Teacher College of Art and Craft), N-1925 Blaker.

Fin.: Ministry of Church and Education.

art education; artistic creation; craft; creative activities; creativity;

education artistique; creation artistique; artisanat; activites creatrices; creativite;

Concrete is a common material in the construction and building field. It is much used by artists in sculpture and murals, but not in art education in Norwegian schools.

The aim of this project is to develop simplified techniques and processes adapted to the level needed for art education in the schools. Later on these techniques could be tested for use at different levels.

Information must be collected from various sources; e.g The University of Trondheim and firms specializing in producing different types of concrete, to evaluate the material and experiment with new forms of concrete - fiberconcrete, moulds of styrofoam, sand, clay etc, colours and textures in ready-to-use mixtures.

1287601

Erfaringer med bruk av fysisk aktivitet i en ungdomspsykiatrisk institusjon. (Experiences with physical education in a psychiatric clinic for adolescents.)

NO c 1974-1977 12800 x 18600

Haug, Berit;

Skaset, Hans B.; (sup.)

Inst.: Norges idrettshøgskole (The Norwegian College of Physical Education and Sport), Sognsveien 220, N-Oslo 8.

60

Fin.: Ministry of Church and Education.

psychiatric service; child psychiatry; youth; physical education; motor activity; skill; spontaneity; physical expression; interpersonal relations; special education; remedial gymnastics; therapy; social interaction;

service psychiatrique; psychiatrie infantile; jeunesse; education physique; motricite; competence; spontaneite; expression corporelle; relations interpersonnelles; enseignement special; gymnastique corrective; therapie; interaction sociale;

A half year program in physical education was tested at a psychiatric clinic for adolescents (12-18 years old clients at the State Centre for Child and Adolescent Psychiatry in Oslo). This project has been integrated as a part of the milieu therapy. The aims of the project have been to investigate how to use physical education to influence the behaviour of the clients and contribute to their mastery of physical activities and interaction in the group.

The sample comprised eight girls in 26 lessons (physical education) and ten boys in 43 lessons (physical education and swimming). Field work, participant observation, interviews of clients, teachers and personel were the methods used.

Most of the activities chosen by the girls required low competence, and gave little provision for interaction (activities preferred: movement to music, table tennis, swinging in ropes). The girls preferred to work alone with an adult, and seldom the girls worked more than two together. The activities chosen by the boys gave possibility for mastery at higher levels, and there was more interaction between the boys (most popular activities: basic training, football-games, weight-lifting, "catch-games", swimming and diving). During the project period, the boys showed progress in conflict-solving in the group.

Compared with adolescents in normal schools and in sport-leagues, the clients showed less activity, initiative, concentration and endurance. This especially applies to the girls. Factors controlled by the teachers that seemed to contribute to interaction and mastery were: warmth and continuity in relation to the clients, sensitivity to changes in the group relations, limit-setting and conflict-solving, teacher beeing an active partner in the activity of the clients, acceptance and support of the clients' efforts towards activity, skill and their pleasure, flexibility in the choice of activities, care in the presentation of activities of great difficulty, avoiding activities too far beyond the levels mastered by the clients. Publ.: Haug, B.: Erfaringer med bruk av fysisk aktivitet i en ungdomspsykiatrisk institusjon, Oslo: Norges idrettshøgskole, 1977.

1287602

Sosialisering til idrettsroller. (Socialization as regards sport roles.)

NO o 1973-1979 12800 x 17600

Stensaasen, Svein;

Inst.: Norges idrettshøgskole (The Norwegian College of Physical Education and Sport), Sognsveien 220, N-Oslo 8. and University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

sport; competitive sport; role; role expectation; role perception; socialization; leisure; youth; motivation;

sport; sport de competition; role; attente de role; perception de role; socialisation; loisir; jeunesse; motivation;

The purpose of the project is to highlight (1) how people become socialized to different sport roles; (2) what factors and persons influence the forming of sport roles; (3) what periods in the life cycle are particularly important for sport role socialization; (4) why some individuals become exceptional athletes.

The two samples were drawn at random and are representative respectively of adults aged 26 to 35 and adolescents about 16 years of age in Oslo, each sample consisting of 250 males and 250 females. Three samples of top level athletes in track and field events, cross country skiing and soccer, 50 of each sex, were also included.

Data were collected by means of individual interviews (adults), interviews on a group basis (adolescents), and mailed questionnaires (top level athletes).

The project is the Norwegian part of an international project coordinated by Kenyon, University of Waterloo, Canada.

Publ.: Stensaasen, S., Olsen, E. and Kristoffersen, K.: Idrett, individ, samfunn. Rapport nr. 1 om prosjektet. Idrettspedagogiske problem, no. 13, Norges idrettshøgskole, Oslo, 1974, 31p.

Stensaasen, S.: Socialization to sport roles. Norges idrettshøgskole, Oslo, 1976, 60p.

Olsen, E.: Sosial bakgrunn og idrettsaktivitet blant voksne i Oslo. Norges idrettshøgskole, Oslo, 1976, 25p.

Stensaasen, S.: Barn og unges forhold til idrett. Idrettspedagogiske problem, no. 20, Norges idrettshøgskole, Oslo, 1977, 30p.

1287603

Trafikkopplæringa i grunnskolen. (Road safety education in primary and lower secondary schools.)

NC o 1974-1979 12800 x 11300

Arnestad, Aashild Bjerke;

Inst.: Levanger lærerskole (Levanger college of education), N-7600 Levanger.

Fin.: Ministry of Communications and Ministry of Church and Education.

road safety; teacher education; teaching method; attitude; primary school; lower secondary;

securite routiere; formation des enseignants; methode pedagogique; attitude; ecole primaire; secondaire premier cycle;

The aims of the project are: (1) to describe and analyse road safety education in primary and secondary schools with a view to content and teaching methods in connection with background variables such as teachers' education, resources of the school and the traffic density in the area: (2) to describe and analyse the pupils' understanding of and attitudes towards traffic regulations.

Sample and methods: Questionnaires to pupils in 3rd, 6th and 9th grades - in all to 96 schools and 144 classes. Questionnaires to the teachers of these pupils and to an equal number of teachers of the same grades. Short questionnaires to headmasters and municipal officers.

Road safety instruction is usually carried out by teachers who take the class in other subjects too. Most teachers felt that they were less well equipped to teach road safety than they were to teach other subjects. They were therefore desirous of improving their basic knowledge and wanted more guidance and assistance with this part of the school curriculum.

At every stage the time devoted to road safety instruction was less than that presupposed by the official plan. Whereas it was common for children who had just started school to receive road safety instruction every year, it was less usual at the intermediate stage, and still less customary among senoir pupils.

The pupil's knowledge and understanding of the subject could not be described as poor, but nor could they be said to be of a standard sufficient to ensure that the children would know how to act in the situations most commonly met with in traffic.

There were small differences between one traffic environment and another, but children living in towns and urban areas tended to be somewhat better informed than those living in areas with less traffic.

At every stage boys had better knowledge than girls.

School-children's knowledge seems to be linked with the time spent on teaching them road sense, activity and interest in the subject;less certain with their teachers' qualifications in regard to the subject.

1287801

Lekmessig læring i idrettsundervisningen. (Learning through games in physical education.)

NO o 1978-1980 12800 x 13300 x 13100

Haagensen, Bengt;

Inst.: Høgskolen i Finnmark (Finnmark Regional College), N-9510 Elvebakken

Fin.: Finnmark Regional College

physical education; play; simulation game; directed exercises; sport; training method;

education physique; jeu; jeu de simulation; travaux diriges: sport; methode de formation;

The aim of the project is to develop brief and simple courses (20 lessons) covering different areas of sport and physical education. By educational games and simple exercises the intention is that these courses could constitute a new contribution to the methods used in the teaching of physical education.

The games will be tested in sports clubs and teacher-training classes on children and youth in different age groups.

In addition to the development of the games, the theoretical basis and principles behind the practical use will also be elaborated.

1297801

Logiske trenere og funksjonsmoduler for trenere. (Logical trainers and functional modules for trainers.)

NO O 1978-1979 12900 x 22200 x 14100

Nymark, Nils;

Inst.: Nortronic A.S ,Box 24, N-1380 Heggedal

Fin.: The Royal Norwegian Council for Scientific and Industrial Research.



teaching aids; simulation; computer; symbolic logic; electronics; electronical equipment; computer engineering;

vocational education;

moyens d'enseignement; simulation; ordinateur; logique mathematique; electronique; equipement electronique; technologie des ordinateurs; enseignement professionnel;

The aim is to develop, design and produce electronic trainers for both digital and analog circuitry.

A trainer with associated software has been on the market for one year. A series of functional modules for implementing a demonstration of analog circuit concepts with the same trainer is under testing.

1317601

Forandring ved selvsyn. (Educational innovation as result of local initiative and participation.)

NO o 1976-1979 13100 x 16300 x 17700

Håstein, Hallvard; Eikeland, Agnar;

Inst.: Pedagogisk senter i Sem (Teachers' centre), Sem rådhus, N-3100 TØNSBERG

Fin.: Ministry of Church and Education.

innovation; reform of education; self-management; attitude; teacher behaviour; attitude change; action research;

innovation; reforme de l'enseignement; autogestion; attitude; comportement de l'enseignant; changement d'attitude; recherche action;

In our daily contact with teachers we frequently observe: (1) an increasing tiredness towards demands from outside the school for changes and educational reform; (2) teachers seem to be more motivated for changes when they are the result of a local initiative; (3) teachers who already have carried out certain changes with some success will more easily go on with other attempts for changes - even when these are coming from institutions outside the school.

On this background the project is an attempt to develop materials and methods which can be of help for a group of teachers to analyse the resources within their own school and thereby activate these in an innovation process.

The methods used are organization development in 2-3 schools, and continous evaluation and follow-up of local innovation projects in 12 schools.

1327801

Individualisert undervisning. (Individualized instruction.)

NO o 1977-1981 13200 x 17600 x 11300

Lillemyr, Ole Fr.; Bakken, Tormod; Undheim, Johan;

Søvik, Nils; (sup.)

Inst.: University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities.

individualized teaching; individualization; individual characteristics; integration; parent-teacher relation; school readiness; primary school; reading; spelling; learning difficulty; special education;

enseignement individualise; individualisation; caracteristique individuelle; integration; relations parents-enseignants; maturite scolaire; ecole primaire; lecture; ortographe; trouble de l'apprentissage; enseignement special;

There are several reasons why studies in individualized instruction have become an urgent research field in later years. In many European countries as well as in the United States efforts are made in order to adapt school to individual differences among students. Althoug this has been a cardinal aim for a child-centered school from the beginning of the century, developmental work in the area of curriculum and instruction for having objectives, content, and instruction methods individualized in the elementary school became significant once the IPI-, IGE-, and PLAN-system in the U.S.A. were developed during the sixties and seventies. Simultaneously, research started to throw more light on the problems connected with individualized instruction.

Consequently, we carried out the project PODIN in Trondheim from 1972 to 1975. Our new research project concerning individualized instruction (INDUN) can be considered a replication and a continuation of the project PODIN. A system of systematic cooperation between teacher and parents is used as an extension of the experimental variable of individualized instruction at school.

A pilot study started with two school classes in fall 1977. Then, 16 classes were chosen for the real research project in fall 1978. Half of the sample was first-graders, whereas the second half of the sample consisted of second-graders.

The empirical studies are carried out partly as field experiments and partly as individual case studies in four different schools in Trondheim. In fall 1978 observations and testing of subjects involved in the project have started, and subjects' parents have been interviewed. At the same time an

in-service training of teachers in the experimental classes has begun in order to have the experimental program of individualized instruction implemented at school.

Results from the pilot studies are reported.

Publ.: Lillemyr, Ole Fr.: INDUN-prosjektet. Individualisering - et sentralt problem for skolen. Rapport nr. 1, NAVF's rettleiingskontor, Universitetet i Trondheim, 1978.

Lillemyr, Ole Fr. & Søvik, Nils: INDUN-prosjektet. Resultat og erfaringer fra forstudiene. Rapport nr. 2, NAVF's rettleiingskontor, Universitetet i Trondheim, 1978.

1337801

Modellmaskinen. (The micro-machine model.)

NO c 1977-1978 13300 x 12900 x 22200

Sørland, Jon. M.; Ødegaard, Reidar; Lien, Bjarne; Andersen, Paul Bjørn;

Inst.: Agder ingeniør- og distriktshøgskole (Agder Engineering and Regional College), Groosveien 36, N-4890 Grimstad.

computer; computer-assisted instruction; teaching aids; audiovisual method; simulation; computer engineering;

ordinateur; enseignement assiste par ordinateur; moyens d'enseignement; methode audiovisuelle; simulation; technologie des ordinateurs;

The architecture of a simple computer consisting of accumulator, ALU, instruction register, program-counter, memo-address register, data bus and memory was designed as a simulator program for the EC10 teaching computer from TANDBERG. The computer display makes a drawing of the computer and step by step the whole working of a computer may be studied in detail. Programs can be executed in three modes; automatic, single instruction and single step (one clock pulse at atime).

A demonstration assembler was developed as well, along with a simple editor and a simulator program. When editing is finished, the assembling can take place, one instruction at a time. One table for defined symbols and another for undefined is displayed. The assembly language is INTEL 8080's. The assembler is a one pass.

When assembly is finished, the program can be seen on a 8080 simulator showing all registers and part of the memory.

Two program systems (4K each) are developed for an 8080-based computer.



Publ.: Sørland, J. M.: opplæring i datamaskinteknikk, Skoleforum, 1978, nr. 3, p. 208-212.

1417801

Ungdom og massemedier. En studie til belysning av massemedienes rolle i sosialiseringsprosessen. (Adolescents and mass media. The role of mass media in the socialization process.)

NO c 1975-1978 14100 x 25100 x 28100

Werner, Anita;

Inst.: Institutt for presseforskning (Institute for Mass Communication Research), Box 1093, Blindern, N-Oslo 3.

University of Oslo

Fin.: Norwegian Broadcasting Corporation

mass media; communication; acculturation; socialization; socio-economic status; working class; information source; user; adolescent; youth;

moyens de communication de masse; communication; acculturation; socialisation; statut socio-economique; classe ouvriere; source d'information; utilisateur; adolescent; jeunesse;

The aim of the study was to analyse the role of the mass media in the socialization process. We approached the problem from several viewpoints. One part of the study describes the use of mass media among young people, the amount of and the preference for different types of media in information seeking. Which sources of information are used for which purposes? One point of interest is the relationship between school, parents, friends and the different kinds of mass media as regards information of different topics. The relation between interests and mass media use was also analysed. The third main part throws light on the interaction between receivers and senders of mass communication: Who gives feedback?

A hypothesis of "two circulations of mass communication" was suggested. We transferred the model set up by Escarpit for one medium, the book, to apply to all mass media. He makes a distinction between the "inner" - the literary cultivated and critical - circulation, and the "outer" - the popular - circulation. The "inner circulation" in mass communication would then generally consist of the group a) from which the mass communicators are recruite recruited and b) which in other ways have articulate and critical influence on the media. Members of the "outer circulation" are ordinary readers, listeners and viewers without this potential.

The sample consisted of 1400 persons 15 years old from 26 schools from different parts of Norway. Type of community was a central background variable. Data were collected by questionnaires.

Social background turned out as the strongest correlate of feedback. Even among pupils with "above average" level of school achievement from working class families, the feedback tendency was lower than among pupils with "below average" level of school achievement from the middle-class. Other forms of interaction between young people and media personnel were also studied.

In the plan of UNESCO for future research the "right to communicate" is suggested as an important topic. We think cross-cultural studies of feedback channels and practice could add to our knowledge of media systems, their degree of democracy and centralization.

Publ.: Werner, Anita (Ed.): Ungdom og massemedier. Rapport fra en undersøkelse blant 15-åringer i Norge. Stensil nr. 47, Institutt for presseforskning, University of Oslo, 1975, 307p.

Werner, Anita: Feedback fra ungdom til massemedier. Tidsskrift for samfunnsforskning, 1977, vol. 18, p. 143-155.

1417802

Læremidler i datamaskinteknikk. (Teaching aids in computer science hardware.)

NO o 1978-1979 14100 x 12900 x 22200

Sørland, Jon. M.; Ødegaard, Reidar;

Inst.: Agder ingeniør- og distriktshøgskole (Agder Engineering and Regional College), Groosveien 36, N-4890 Grimstad.

Fin.: The Royal Norwegian Council for Scientific and Industrial Research, and Industrial funds.

computer; computer engineering; computer science; teaching aids; computer-assisted instruction; textbook; simulation;

ordinateur; technologie des ordinateurs; informatique; moyens d'enseignement; enseignement assiste par ordinateur; manuel d'enseignement; simulation;

Agder Regional College is involved in the teaching of computer technology. There is a lack of teaching aids, such as textbiooks and trainers. A publishing house (NKI-forlaget) together with a hardware producer (NORTRONIC), are cooperating with Agder Regional College in order to produce a textbook on microprocessors and a microprocessor trainer. Microprogramming can be demonstrated at the trainer, in addition to the computer's states, machine cycles and architecture.

The project will conclude with a textbook on microprocessors, experiments and trainer.

1417803

Programpakke til skoledatamaskin. (Software package for an educational computer.)

NC o 1978-1979 14100 x 22200 x 12900

Olausen, Arve; Andersen, Paul Bjørn; Gifstad, Bjørn-Olav;

Inst.: RUNIT, University of Trondheim, N-7034 Trondheim; ELAB-NTH, University of Trondheim, N-7034 Trondheim, and Agder ingeniør- og distriktshøgskole (Agder Engineering and Regional College), Groosveien 36, N-4890 Grimstad..

Tandberg Data.

Fin.: The Royal Norwegian Council for Scientific and Industrial Research. and Tandberg Data

computer; teaching aids; computer engineering; administration;

ordinateur; moyens d'enseignement; technologie des ordinateurs; administration;

Since 1975 a development work has been carried out in the field of educational computers. The The Royal Norwegian Council for Scientific and Industrial Research., certain research institutes and the firm Tandberg have been involved in this project. the first part of the project is terminated and followed by a new starting this year, supported by a grant of NOK 300.000 from The Royal Norwegian Council for Scientific and Industrial Research..

The project comprises three parts:
1. Further development of the programming language Basic;
2. Development of a hardware multiplier;
3. Development of a decentralized microcomputerbased administration program for individual schools.

Since the school system is at a very early stage in the application of the computer, the project is introducing this new field slowly step by step in a pilot period. Experiences are carefully collected by the users and the supplier. Based on these the final program material is developed.

1417804

Læremiddelprosjektet. Læremidler for spesialundervisning og hjelpetiltak i skoleverket. (Instruction materials for special education and remedial teaching.)

NC o 1977- 14100 x 28100 x 10300

Kristiansen, Rolf; Østli, Arne; Orre, Thorleif; Garli, Nils; Hanssen, Vidar; Haukland, Kjersti;

Inst.: Statens spesiallærerhøgskole (The Advanced College of Special Education), Granisen 4, N-1347 Hosle.

Fin.: Ministry of Church and Education, and The Royal Norwegian Council for Scientific and Industrial Research.

special education; remedial teaching; handicapped; special school teacher; resource centre; teaching aids; textbook; tov; information need; thesaurus; information system; information dissemination; information retrieval;

enseignement special; enseignement de rattrapage; handicape; educateur specialise; centre de materiel didactique; moyens d'enseignement; manuel d'enseignement; jouet; besoin d'information; thesaurus; systeme d'information; diffusion d'information; depistage de l'information;

The main aims of the project are ;
1. To give a description of the availability of teaching aids designed for special education and remedial teaching.
2. To undertake an investigation of the needs for different types of teaching aids.
3. To collect ideas for further development and production of materials in these areas.
4. To establish a database for information on teaching aids, accessible via traditional channels and for on-line computerized retrieval.
5. To initiate and develop cooperation with existing information systems in neighbouring areas.

The needs analysis was done in 1978, covering a representative sample of 1100 teachers in different types of schools, and at all levels of education. The information from this study constitute the point of departure for the developmental work.

The collecting of information on teaching aids covering pre-school education and secondary education had to be given priority, due to the fact that primary schools already was covered by a catalogue. In addition to bibliographical information, the objects are described and given a preliminary evaluation concerning practical use.

To index the collected material, a thesaurus of possible descriptors have been elaborated. This thesaurus is now under testing with computerized free-text retrieval. From these experiences, the thesaurus will be revised and preparations made to exchange information with other systems and possibly the other Nordic countries.

Publ.: Kristiansen, Rolf: Informasjonssystem for læremidler, LMP, Statens spesiallærerhøgskole, Hosle 1979, 14 p.
Kristiansen, Rolf: En kort orientering om Læremiddelprosjektet 1977-1979 ved Statens spesiallærerhøgskole, LMP, Statens spesiallærerhøgskole, Hosle 1980, 16 p.
Kristiansen, Rolf and Østli, Arne: An information system for special education and remedial teaching. A Norwegian and a Nordic approach, LMP, Statens spesiallærerhøgskole, Hosle 1980, 15 p.
Haukland, Kjerstin, Orre, Thorleif and Kristiansen, Rolf:

Foreløpig stikkordliste til bruk ved læremiddelregistrering. Utprøvingsutgave. LMP, Statens spesiallærerhøgskole, Hosle 1980, 37p.

1417805

Bruk av undervisningsmedier. (The use of educational media in teacher training.)

NO o 1977- 14100 x 28100 x 16200

Dahl, Asle Gire;

Inst.: Bergen pedagogiske høgskole (Bergen College of Education), Landåssvingen 15, N-5000 Bergen.

resource centre; teaching aids; information system; information dissemination; audiovisual aid; media technology; teacher education; further education of teachers;

centre de materiel didactique; moyens d'enseignement; systeme d'information; moyen audiovisuel; mediologie; formation des enseignants; perfectionnement des enseignants;

The training of teachers in the field of educational media, has a short tradition in Norway. In the years following the war, teacher training colleges offered only elementary instruction in the use of the most common audiovisual media.

The development of technology has brought new forms of media to the schools, and the teachers were faced with a challenge. Technology gave the equipment, commercial firms produced the instructional materials, and school reforms demanded to a certain degree that these resources should be used in daily instruction. It therefore became necessary to prepare teachers to use audiovisual aids, organize materials in the library, and guide pupils in how the media can be used in the learning process.

The aims of the study is to survey existing courses in media technology, point out areas in need of support, and prepare the further development of this part of teacher education in Norway.

Preliminary results show these areas creating difficulties:
1. Lack of teachers who can give instruction in these subjects.
2. Difficulties in finding another basic philosophy apart from B. F. Skinner's instructional technology.
3. Little relevant literature in Scandinavian languages.
4. Low educational capacity, unable to cover the need.
5. The education is very expensive.
6. A functional information system is lacking.

Publ.: Dahl, Asle Gire: Skolen som marked. Bergen pedagogiske høgskole 1978, 64 p.

72

1427801

Barnelitteratur i førskolealder. (Literature for pre-school children.)

NO o 1975- 14200 x 11200 x 18100

Gravir, Magnhild;

Inst.: Barnevernsakademiet i Oslo (Academy of Early Childhood Education), Prof. Dahls gate 26, N-Oslo 2.

Fin.: Ministry of Church and Education.

pre-school child; pre-school age; pre-school education; nursery school; children's book; literature; teacher education; textbook;

enfant d'age pre-scolaire; age pre-scolaire; education pre-scolaire; ecole maternelle; livre pour enfants; litterature; formation des enseignants; manuel d'enseignement;

There is at the moment no suitable handbook in children's literature for nursery school teacher training colleges. The aim of the project is to work out a handbook dealing with analysis and evaluation of children's literature.

Various books for children are tested and evaluated by about 400 students. Methods used are:
Registration and typologication of literature for children in nursery school;
Collecting and systematizing material about children's and adults' reactions to literature;
Registration of positive and negative evaluations which children and adults have expressed in different books for children.

Descriptive results are registration of concepts and methods used for analysis and evaluation of literature for children. Normative results are suggestion of criteria for evaluation of literature for children.

1457801

EDB-understøttet fjernundervisning - utprøving av et system. (Computer assisted distance education - evaluation of a system.)

NO o 1973-1979 14500 x 14600 x 22200

Ljosa, Erling;

Inst.: Norsk Korrespondanseskole - NKS (Norwegian Correspondence School), Industrigt. 41, N-Oslo 3.

Fin.: NKS

distance study; correspondence education; computer; achievement; attitude; computer-assisted instruction; automation; feedback;

enseignement a distance; enseignement par correspondance; ordinateur; rendement; attitude; enseignement assiste par ordinateur; automatisation; retroaction;

forms and prints individual comment letters. The system is devel by a Swedish correspondence school and NKS, and has been under evaluation for some years in both countries.

Questionnaires from correspondence students in different courses and comparison of information from student files constitute the data for this study.

Preliminary results so far tend to give very positive results, both in respect of achievements and attitudes.

Publ.: Bolstad, Ole: Kursevaluering - EDB og samfunnet, NKS, Oslo 1973, 20 p. +app.
Bolstad, Ole: Course evaluation - "EDP and society", Epistolodidaktika, 1974, no. 2, p.32-54.
Ellann, B. Åm and Ljosá, Erling: Forsøk med EDB-retting i kurset Samfunns- og næringslære, Tidsskrift for voksenopplæring, nr. 1, 1978, p. 2-15.

1457802

Elevuttalelser om lærernes behandling av innsendingsoppgaver i brevundervisning. (Students' comments on the handling of their written assignments by tutors in correspondence education.)

NO o 1977-1979 14500 x 16300 x 17700

Ljosá, Erling;

Inst.: Norsk Korrespondanseskole - NKS (Norwegian Correspondence School), Industrigt. 41, N-Oslo 3.

Fin.: NKS

distance study; correspondence education; students' work;tutorial; homework; individual work; written work; feedback; teacher-pupil relation; teacher role;

enseignement a distance; enseignement par correspondance; travail des eleves; preceptorat; devoir; travail individuel; exercice ecrit; orientation; encouragement; retroaction; relation maitre-eleve; role de l'enseignant;

In connection with the development of a correspondence course for correspondence tutors we wanted to see what students think is good or bad tuition. This would be a corrective to our own opinions, and we wanted to use testimonials from students directly in the training of tutors.

A random sample of students from different study situations was drawn. It comprised students from:
a) Individual study ( single students);
b) Combined study (correspondence and class instruction);
c) Study circles on correspondence courses.

An inspection of critical incident descriptions collected by a mailed questionnaire gave these preliminary results: Students stress the importance of comments that help understanding, stimulating, personal comments and legible handwriting.

1457803

Korrespondanseundervisning og klasseundervisning. En komparativ og longitudinell undersøkelse. (Correspondence and classroom instruction. A comparative and longitudinal survey.)

NO o 1972-1979 14500 x 13400 x 19600

Rekkedal, Torstein;

Inst.: NKI- skolen (Correspondence institute), Prof. Kohts vei 108, N-1320 Stabekk.

Fin.: NKI-skolen

distance study; correspondence education; classwork; students' work; part-time course; part-time; full-time; comparative analysis; recruitment; dropout;

enseignement a distance; enseignement par correspondance; travail de classe; travail des eleves; cours a temps partiel; temps partiel; plein temps; analyse comparative; recrutement; abandon d'etudes;

The aims are to compare recruitment trends between the correspondence students and full-time students at NKI-skolen. The students are followed through a period of 3-4 years to collect data about achievements and dropout.

the sample is 705 full time students and 429 correspondence students recruitet in the period 1972-1973. Data are collected by two pairs of mailed questionnaires and file information.

1517801

Gruppearbeid ved Oppland distriktshøgskole. Beskrivelse og evaluering av en studie- og arbeidsform. (Group work at Oppland Regional College: A descriptive and evaluative study.)

NO o 1978- 15100 x 11300 x 19100

Kleiven, Jo; Flyhn, Einar;

Inst.: Oppland distriktshøgskole (Oppland Regional College), Box 193, N- 2601 lillehammer.

Fin.: Ministry of Church and Education.

post-secondary education; group work; group larning; self-management; student participation; study method;

enseignement post-secondaire; travail par equipe; pedagogie de groupe; autogestion; participation de l'etudiant: methode de travail;

The one-year general education course at Cooland Regional College is principally based on self-governing student groups as the working unit. The aim of the study is to describe and evaluate this specific course, intending to provide conclusions relevant to the further development of the course as well as to similar institutions.

The entire student body 1977-78 was closely followed during the study year. In addition, one-third of previous students participated in a questionnaire study.

A multimethod approach was used on the 1977-78 group, including questionnaires, interviews, and a variety of background information. Students from earlier years were investigated through the use of the College's administrative files and a brief questionnaire.

1557601

Prosjekt fritid og idrett. (Project on leisure and sport among children and young people.)

NO o 1973-1980 15500 x 12800 x 25100

Stensaasen, Svein;

Inst.: Norges idrettshøgskole (The Norwegian College of Physical Education and Sport), Sognsveien 220, N-Oslo 8. and University of Oslo

Fin.: Council for Scientific Sport Research, the Norwegian Confederation of Sport.

leisure; open-air activities; sport; physical education; youth; child; sex difference; social class; socio-economic status; achievement;

loisir; activites de plein air; sport; education physique; jeunesse; enfant; difference de sexe; classe sociale; statut socio-economique; rendement;

The purpose of the project is to highlight: (1) the leisure and sport activities of boys and girls 10 to 18 years of age; (2) the characteristic changes which take place in leisure and sport interests during this period; (3) the factors that contribute to such changes.

An overlapping, longitudinal design is used in order to follow students at each grade level for four successive years.

A random sample of about 10% of the classes at grades 4,6 and 8 in Oslo, consisting of about 20 classes at each grade level.

Preliminary results: Empirical data gathered show that more boys than girls are involved in sport, and that degree of involvement in sport is positively correlated with social class background.

Publ.: Stensaasen, S.:Barn og ungdoms fritids- og idrettsaktiviteter. Idrettspedagogiske problem, no. 16, Norges idrettshøgskole, Oslo, 1976, 77p.

Stensaasen, S.: Leisure and sport among youngsters. Glimpses from a Nordic project. Idrettspedagogiske problem, no.17, Norges idrettshøgskole, Oslo, 1976, 12p.

Stensaasen, S.: Sport involvement of Norwegian youngsters related to sex, age, social class, cleverness at and satisfaction with school. Idrettspedagogiske problem, no.18, Norges idrettshøgskole, Oslo, 1976, 12p. Also printed in: Sportwissenschaft, vol.7. 1977:2, p. 151-159.

Stensaasen, S.: Gutters og jenters idrettsvalg og grunner til å drive med idrett. En framdriftsrapport fra Prosjekt fritid og idrett. Norges idrettshøgskole, Oslo, 1977.

Stensaasen, S.: Passiv og aktiv idrettsinteresse blant de unge. En framdriftsrapport fra Prosjekt fritid og idrett. Norges idrettshøgskole, Oslo, 1977, 31p.

Stensaasen, S.: Forbilde og eget idrettsengasjement. (With engl. summ.) Idrettspedagogiske problem, no. 21, Norges idrettshøgskole, Oslo, 1977, 18p.

Stensaasen, S.: Sport ideal and sport involvement among youngsters. Norges idrettshøgskole, Oslo, 1978, 26p.

Stensaasen, S.: Sport interests of adolescents. Paper presented at the World Congress of Sociology, Uppsala, Sweden, 1978. Idrettspedagogiske problem, no. 22, Norges idrettshøgskole, Oslo, 1978.

Skaug, A.: Idrettsengasjement sett i relasjon til bruk av massemedia blant utvalgte barn og unge i Oslo. Norges idrettshøgskole, Oslo, 1978.

1557801

Mørketidsundersøkelsen. Årstidsforandringer i utøvelse av fysisk aktivitet i Finnmark fylke. (Research into the effects of lack of daylight on the physical activity in the county of Finnmark.)

NO o 1977-1981 15500 x 25200 x 12800

Haagensen, Bengt; Weydahl, Andi; Pedersen, Rolf; Bergsjø, Carl Henrik;

Brox, Ottar; (sup)

Inst.: Høgskolen i Finnmark (Finnmark Regional College), N-9510 Elvebakken

Fin.: Finnmark Regional College and The Norwegian Research Council for Science and the Humanities.

physical education; sport; leisure; open-air activities; recreational activities; population density; rural area; health; smoking;

education physique; sport; loisir; activites de plein air; activites recreatives; densite de population; zone rurale; sante; usage du tabac;

The project is a descriptive study of the physical activity related to seasonal variations with special emphasis on leisure-time activities. The seasonal periods will be chosen according to amount of daylight, climate and special working conditions. The effect on physical leisure-time activities of living conditions in sparcely populated areas and the availability of sporting facilities are also factors to be studied.

In addition to this, there will be a description of nutritional changes and variation in relative weight together with the use of tobacco. One aim is to find how these factors vary in relation to physical activity.

A possible result of this study will be an assessment of whether physical leisure-time activities should be increased or changed as a result of these factors. It is also an intention to find possible methods to achieve such changes in the population.

The project is done on a stratified sample in the county of Finnmark (northern Norway, far north of the polar circle). Data is to be collected by personal interviews as part of a longitudinal survey with repeated contact with each member of the sample three times a year.

1617601

Kjønnsmessige og sosiale forskjeller i studiegjennomføring og yrkeskarriere. (University education and career: sex and social differences.)

NO o 1976-1979 16100 x 11300 x 25100

Ivis, Anne Marie;

Kobberstad, Tor: (sup)

Inst.: NAVF's utredningskontor (Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-OSLO 1.

Norges allmennvitenskapelige forskningsråd ( The Norwegian Research Council for Science and the Humanities), Wergelandsveien 15, N-Oslo 1.

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Fin.: Ministry of Church and Education.

student; socio-economic status; sex difference; higher education; achievement; profession; occupational success; occupational choice; income;

etudiant; statut socio-economique; difference de sexe; enseignement superieur; rendement; profession; reussite professionnelle; choix d'une profession; revenu;

During the last 20 years it has been an important educational policy to reduce social differences in recruitment to higher education. This project considers the relation between social background and sex, and the career after completion of a university education, differences in income and participation in research and activities outside the job, e.g. political activity, community work for youth and children, participation in public debates (newspapers, TV and radio).

Questionnaires were mailed to all graduates with a university degree, and who completed their secondary education (examen artium) in one of the years 1945, 1951, 1958 or 1963.

1617801

Yrkesundersøkelse for realister, aktuarer og farmasøyter. (Graduates in the natural sciences, mathematics, actuarial mathematics and pharmacy. An investigation of their occupation and other related factors.)

NO o 1976-1979 16100 x 23300 x 12500

Edvardsen, Rolf;

Kobberstad, Tor; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd ( The Norwegian Research Council for Science and the Humanities), Wergelandsveien 15, N-Oslo 1.

Fin.: Ministry of Church and Education. and The Norwegian Research Council for Science and the Humanities.

higher education; university studies; educational need; profession; occupational satisfaction; occupational choice; occupational success; occupational mobility; economics of education; income; income distribution; natural sciences; pharmaceutics; mathematics; applied mathematics; occupational research;

enseignement superieur; etudes universitaires; besoin d'education; profession; satisfaction professionnelle; mobilite professionnelle; economie de l'education; revenu; repartition de revenu; sciences naturelles; pharmacie; mathematiques; mathematiques appliquees; recherche relative aux professions;

The background of this study is a request from the four universities in Norway concerning the career choice and mobility of graduates.

All graduates in the natural sciences, mathematics, actuarial mathematics and pharmacy have received questionnaires. Graduates aged 70 or older and those living abroad are excluded from the sample.

1627601

Et konkret undervisningsopplegg i teori og praksis. (A specific teaching project in educational theory and practice.)

NO o 1975-1978 16200 x 13100 x 26100

Melfald, Erik; Jacobsen, Einar Berggraf;

Inst.: Eik lærerskole (Eik teachers college), N-3109 LOFTSEIK.

Fin.: Ministry of Church and Education.

teacher education; reform of education; integrated curriculum; teaching practice; teaching method; theory of education; principles of education; didactics;

formation des enseignants; reforme de l'enseignement; programme d'etudes integre; pratique pedagogique; methode pedagogique; theorie de l'education; principes d'education; didactique;

A new plan for teacher education claims integration of theory and practice. The aim of the project is to try out an educational programme where such integration plays the major role.

The project was planned in 1975 and implemented in the fall 1976. The evaluation has been continuous consisting of interviews with students and teachers and content analysis of student papers.

The 90 students comprising the sample start with observing educational practice and formulate problems they will meet as teachers. To select relevant theory in solving these problems, it is hypothesized that they will discover the connection between practice and theory.

1627602

Lokal utdanning av spesiallærere i Norge. Etterundersøkelse av lærere som har tatt desentralisert utdanning i spesialpedagogikk i perioden 1970-1975. (Decentralized teacher training in special education in Norway. A follow-up study of teachers who have taken decentralized training 1970-1975.)

NO o 1976-1978 16200 x 20200

80

Dalen, Monica:

Inst.: Statens spesiallærerskole (The Advanced College of Special Education), Granåsen 4, N-1347 Hosle.

Fin.: Ministry of Church and Education.

teacher education; further education of teachers; special school teacher; special education; occupational mobility; decentralization; follow-up study;

formation des enseignants; perfectionnement des enseignants; educateur specialise; enseignement special; mobilite professionnelle; decentralisation; etude longitudinale;

During the last ten years there have been arranged a number of decentralized teacher training programmes in special education all over Norway. At the same time the local communities and counties are rapidly developing educational opportunities for the disadvantaged. This was earlier taken care of by central authorities. This follow-up study is concentrated on: (1) which group of teachers choose this kind of special teacher training? (2) Do the teachers who have taken decentralized teacher training programmes in special education stay in the local community or county where they got this training? (3) Are decentralized teacher training programmes relevant as regard the daily, practical problems in special education and the process of integration of handicapped children in the local community?

One third (600) of the teachers who have followed decentralized teacher training programmes in special education in the period 1970-1975 in different parts of Norway have filled in mailed questionnaires.

Teachers who take decentralized education are different from teachers taking equivalent education at centralized institutions. The group consists mostly of women and teachers with long teaching practice. Most of them are married and have children, and they are relatively stable as to place of residence.

The main reason for choosing this kind of education was that the teachers did not have to leave their family and home. In addition the women appreciate the following reasons: Special interest in handicapped pupils and challenges in the daily work. To men it is important that the education is representing a real study opportunity in their home districts. At the same time it offers an increase in salary and competence.

About 80% would not have chosen the special education course if they had to take it as a full-time study at a centralized institution. However, 62% would have taken a decentralized education if the program had included anoth another field of professional training. The decentralized education seems to have reached a large group of teachers living in rural districts far away from the centralized institutions of education.

75% of the teachers are working at ordinary schools covering special educational and administrative tasks too. Most of them are working with ordinary teaching, but in addition they have special educational tasks. Only a small group is connected to special education outside the elementary school. About 41% of the teachers have practical experience with integration of handicapped pupils at their own schools.

Attention is drawn to the following conditions for an adequate integration: smaller classes, more teaching lessons per class and more special education as part of the ordinary education of teachers. 76% regard the decentralized education as being important to the integration of handicapped children taking place in the local society. The group emphasises that their kind of education has lead to a positive change of attitude among teachers to the principle of integration.

In addition, the recruitment of special teachers to rural areas has made it possible to offer handicapped pupils education in their local districts.

Publ.: Dalen, Monica: Etterundersøkelse av lærere og andre som har tatt desentralisert videreutdanning i spesialpedagogikk i tiden 1970-75. Spesialpedagogikk, vol. 26, 1977:10, p. 15-33.

Dalen, Monica: Lokal utdanning av spesiallærere. En etterundersøkelse av lærere som har tatt desentralisert utdanning i spesialpedagogikk. Bærum: Statens spesiallærerskole, 1978, 19p. +app.

1627603

Lærerutdanning og læreryrke. (Teacher training and the teaching profession.)

NC c 1976-1977 16200 x 23300

Møglestue, Idar;

Inst.: Statistisk sentralbyrå ( fxi ), Box 8131 Dep., N-Oslo 1.

Fin.: Central Bureau of Statistics.

planning of education; economics of education; teacher education; demand for teachers; supply of teachers; occupational prognosis; college of education; statistical data; census;

planification de l'education; economie de l'education; formation des enseignants; besoin d'enseignants; offre d'enseignants; pronostic de carriere; centre de formation des enseignants; donnees statistiques; recensement;

A certain number of trained teachers do not enter the teaching profession or they leave school after a few years. It is important to know the extent of this dropout, for example when estimating the need for expansion in the teacher training

colleges. This research aims at showing the number and the background of the trained teachers who did or did not work as such in 1970.

The survey is based on a special processing of the 1970 Population and Housing Census material. All persons under 70 years of age graduated from ordinary teachers' training colleges are selected and included in the survey material.

The analysis starts with a study, based on frequency tables, of the number of persons with teacher education and their distribution by sex, age and marital status. Then it treats the continuing education and the occupational activity of the teacher graduates and their distribution in regions and counties. Estimates for the development up to 1980 are given, based on survey material updated by current reports about deaths, migration and completed education.

A total of 37 500 Norwegians in 1970 had completed ordinary teachers' training colleges. This was twice the number of teachers twenty years earlier. The growth was especially large in the 1960's with an increase of 70 per cent in the number of teacher graduates. The corresponding figure for the 1950's was 33 per cent. The number of teacher graduates is increasing also during the 1970's, but the increase rate is reduced. In 1980, the number of teacher graduates is estimated to exceed the 1970 level by 37 per cent.

While the teacher graduates in 1955 were about equally distributed between the sexes, 1970 showed a female surplus of almost 25 per cent in this educational group. This trend towards an ever-increasing element of female teachers continues.

The age distribution of the teachers in 1970 was also quite different from the one 15 years earlier. While in 1955, a relatively large number of the graduates belonged to the older age groups (an average age of 45 years) the greater part of the group was to be found in the younger age groups in 1970 (the average age was 37 years). This rejuvenation went up to 1975. Since then, the average age of the teacher graduates will increase again.

In the autumn 1970 36 per cent of the teacher graduates had education exceeding ordinary general teacher training. Estimates show that 60 per cent of the 1980 teacher graduates will have continuing education.

As much as 81 per cent of the teacher graduates had pedagogical work in 1970, 6 per cent had other occupation and 13 per cent without occupation. The occupational frequency was about 20 percentage-units higher than was usual in the adult population. Male teacher graduates had a greater occupational activity than female graduates. The occupational activity was low among married female graduates, aged between 30 and 39 years. The occupational activity of unmarried was about equal for both sexes.

Estimation of the size and the composition of the population of teacher graduates, show that the educational system in 1980 should employ 42 per cent teachers for general subjects more than in 1970, if we are tomaintain a state of full employment. The author is of the opinion that such an enlopement of the employment frames will be a difficult matter. Therefore he presumes a great part of the teacher graduates to face employment problems in the years to come.

Publ.: Møglestue, Idar: Allmennlærerutdanning og yrke. Artikler, no. 97, Statistisk sentralbyrå, Oslo, 1977, 65p. ISBN 82-537-0743-6

1627801

Hovedfagsstudium i skolerettet fysikk. (Postgraduate course in educational physics.)

NO o 1974- 16200 x 12500 x 12100

Solheim, Asbjørn; Kolbenstvedt, Hans; Mork, Kjell; Stegavik, Kaare; Østgaard, Erlend; Harbo, Torstein; Evensen, Annbjørg Ulset; Kjøsnes, Nils;

Olsen, Haakon; (sup.) Johnsson, Anders; (sup.)

Inst.: Fysisk institutt and Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

teacher education; science education, applied sciences; physical sciences; physics; secondary school; curriculum development;

formation des enseignants; education scientifique; sciences appliquees; sciences physiques; physique; ecole secondaire; elaboration de programmes d'etudes;

"Educational physics" is a study line intended for students who want to become teachers in secondary schools. The courses are created jointly by the departments of physics and education at the University of Trondheim. The candidates are examined and evaluated simultaneously by both of the departments, but the study as a whole is integrated within the activities of the department of physics. The department wants in this way to participate in curricular developments and teaching activities in Norwegian schools; e.g. new teaching projects will be proposed within the framework of this study line. Successful candidates are expected to be better prepared to handle critically new and changing educational demands in the schools.

In addition to their physics studies, the students have to make a thorough study of national or international projects, e.g. Nuffield, IPS, SCISP etc. These projects together with the educational training, provide the basis for the students in an independent way to transfer parts of the physics into a

new educational situation.

Publ.: Solheim, Asbjørn: Om skolerettet hovedfagsutdanning i fysikk ved Universitetet i Trondheim, Norges Lærerhøgskole. Den høgre skolen, 1975:14.

1627802

Livssynsorientering i den pedagogiske høgskolen. (General religious and moral education in Norwegian teacher training colleges: An alternative or supplement to confessional christianity courses.)

NO o 1978-1979

Aadnanes, Per M.;

Inst.: Høgskolen i Finnmark (Finnmark Regional College), N-9510 Elvebakken

teacher education; ideology; philosophy; religious education; christian education; moral education; ethics; teacher behaviour;

formation des enseignants; ideologie; philosophie; education religieuse; education chretienne; education morale; ethique; comportement de l'enseignant;

General religious education is a course that may be given as a part of the specific christian course, or separately. The purpose of this investigation is to clarify the scope and content of these courses at the various colleges today, and to enquire into the attitudes of lecturers and students to the courses, and their opinion of the relationship between these general courses and the christian courses.

Data are collected by questionnaires to lecturers and students at all the Norwegian teacher training colleges.

1627803

Etikk i førskolelærerutdannelsen. (Ethics in the training of nursery school teachers.)

NO o 1978-1980 16200 x 12600 x 11200

Imenes, Clav;

Inst.: Barnevernsakademiet i Oslo (Academy of Early Childhood Education), Prof. Dahls gate 26, N-Oslo 2.

Fin.: Ministry of Church and Education.

teacher education; pre-school education; ideology; philosophy; political philosophy; religious education; moral education; ethics; curriculum development;

formation des enseignants; education pre-scolaire: ideologie: philosophie; philosophie politique; education religieuse: education morale; ethique; elaboration de programmes d'etudes;

The background of the project is a new curriculum plan and a new orientation for the subject religion and ethics. The aim is to develop a plan for the teaching of ethics. The guiding idea is that the material studied and the manner in which it is presented should appear meaningful to students of different attitudes and ideological orientation.

For this purpose it is intended to :
1. Prepare a list of relevant problems and topics.
2. Prepare a set of case studies connected with the students' future work.
3. Propose a collection of readings.
4. Propose a detailed curriculum plan for the subject of religion and ethics.

1627804

NO o 1974- 16200 x 13300 x 18500

Kleven, Thor Arnfinn;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

teacher education; role playing; simulation; classwork; teaching aptitude; teacher-pupil relation; teacher role; teacher behaviour; deviance; sociodrama; psychodrama;

formation des enseignants; jeu de role; simulation; travail de classe; aptitude a l'enseignement; relation maitre-eleve; role de l'enseignant; comportement de l'enseignant; deviance; sociodrame; psychodrame;

Different teachers may react in different ways to critical teaching situations. A main aim is to investigate factors possibly contributing to these differences, especially in situations concerning classroom management. Variables from the area of intelligence, knowledge, perception, attention, attitudes and emotionality are included in the study.

The main sample is 100 students from 3 teacher training colleges. Critical situations are presented by video-recordings and projected to a large screen. The written reactions to these situations are scored on several scales and compared to background variables and independent variables through multivariate analysis.

1627805

Lærersituasjonen i Nord-Norge. (The teacher shortage in Northern Norway.)

NO c 1977-1978 16200 x 25200 x 11300

Jensen, Eivind Brâstad; Jørgensen, Harald;

Inst.: Institutt for samfunnsvitenskap (Institute of Social Sciences), Universitetet i Tromsø, Box 1040, N-9001 Tromsø.

Fin.: Ministry of Church and Education.

demand for teachers; recruitment; supply of teachers; qualification; teacher education; manpower need; geographic location; rural area; rural school;

besoin d'enseignants; recrutement; offre d'enseignants; qualification; formation formation des enseignants; besoin de main d'oeuvre; localisation geographique; zone rurale; ecole rurale;

The aims of the project were to:
1. Describe the teacher shortage in Northern Norway.
2. Analyze the causes behind the turnover-situation.
3. Point out possible stimulation efforts.
4. Evaluate possible effects from different stimulation programmes.

Data are collected from all municipalities in the region. Groups of teachers have returned questionnaires.

Publ.: Jensen, Eivind Brâstad: Lærersituasjonen i Nord-Norge, NOU 1978:50, Oslo: Universitetsforlaget 1978, 156 p. + app.

1627806

Teori og praksis i den nye lærerutdannelsen. Kartlegging, analyse og alternative løsninger. (Theory and practice in the Colleges of Education. Description, analysis and evaluation of new approaches.)

NO c 1978-1980 16200 x 13100 x 26100

Sivertsen, Arild; Grimsrud, Marit;

Harbo, Torstein; (sup.) Reitan, Torleiv; (sup.)

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.



University of Trondheim

Fin.: Ministry of Church and Education.

teacher education; college of education; teaching practice; theory of education; teaching experience; educational innovation; student teacher;

formation des enseignants; centre de formation des enseignants; pratique pedagogique; theorie de l'education; experience de l'enseignement; innovation pedagogique; eleve maitre;

The education of teachers have two main components: 1) the introduction into different fields of art and knowledge, and 2) the introduction into the profession of teachers, that is the art of dealing with students and subject-matter in an educational setting. In the recent transformation of the teacher training colleges into 3-4 years of study, these two components are brought into closer contact. It is up to each college of education to work out details. The aim of the project is to describe and analyze these innovations in their historical and political context and evaluate the outcome at some representative colleges.

The project is based partly on earlier studies by the supervisors.

1637801

Landsva lower secondary school - A case study.

NC c 1976-1977 16300 x 19100 x 23300

Brock-Utne, Birgit;

Inst.: The Ministry of Church and Education. Department of Research and Planning, Oslo Dep., N-Oslo 1.

OECD, 2, Rue Andre Pascal, 75775 Paris Cedex 16, France.

Fin.: OECD

self-management; management; organization; reform of education; innovation; teacher participation; teacher role; team teaching; teacher education; open plan school;

autogestion; gestion; organisation; reforme de l'enseignement; innovation; participation de l'enseignant; enseignement en equipe; role de l'enseignant; formation des enseignants; ecole a aire ouverte;

The aim was, through a case-study, to show how the tasks of the teacher have changed in schools where the teachers participate in administrative decisions, in organized team teaching and have the pupils participate in the planning of their own work. How do the teachers spend their time in such a school? What consequences should the changing tasks of teachers have for teacher training?

The teaching staff of one particular school, 30 teachers, in a lower secondary school outside Oslo, comprises the sample.

The analysis has been based on qualitative data; on talks with the teachers on observations and on written material from the staff meetings and talks given by the teachers and the administration.

The case-study resulted in some suggestions for teacher training in order to meet the challenges in a new teacher role. One of the suggestions was that the student teacher become a member of a teaching team for some time during her period of practice teaching. Another was to have student teachers trained in role playing techniques to use e.g. in parent-teacher meetings.

Publ.: Brock-Utne, Birgit: Landøya lower secondary school - a case study. In.: Teacher tasks in innovative schools, vol. 2, p. 39-81, Paris: OECD, 1977.

1637802

Grunnskolelærernes arbeidsmiljø. (Working conditions of primary school teachers.)

NC o 1977-1980 16300 x 20200 x 18600

Blichfeldt, Jon Frode;

Inst.: Arbeidsforskningsinstituttene (Work Research Institutes), Gydasvei 8, N-Oslo 3. The project is part of a Nordic cooperation, Coordinator is Prof. dr. Lennart Levi, Karolinska inst., Stockholm, Sweden.

Fin.: Nordic Council and Ministry of Church and Education.

teaching personnel; teacher; primary school; working conditions; occupational satisfaction; health;

corps enseignant; enseignant; ecole primaire; conditions de travail; satisfaction professionnelle; sante;

The project is on working conditions and well-being among elementary school teachers. the initiative was taken by the Nordic body of teachers' associations. The research programme is carried out in cooperation with these associations.

As a common base for the participating countries, we have a questionnaire covering some background information, work organization, social relationships, health and well-being.

The questionnaire was sent to a representative sample of 1900 teachers from 144 different schools, and with a response rate of 65 %.

1727601

Borns tre-dimensjonale formingsutvikling 2-7 år. (Child development 2-7 years in three-dimensional creative work (art and design) in different constructive and plastic media.)

NO c 1975-1977 17200 x 17300 x 11200

Trageton, Arne;

Strømnes, Åsmund Lønning; (sup)

Inst.: Stord lærarskule (Stord college of education), N-5414 ROMMETVEIT

Fin.: Ministry of Consumer Affairs and Government Administration.

child development; space perception; artistic ability; creativity; creative activities; architecture; sculpture; play; concept formation; pre-school education;

developpement de l'enfant; perception de l'espace; don artistique; creativite; activites creatrices; architecture; sculpture; jeu; formation de concept; education pre-scolaire;

The background of the project is a first attempt to collect data about the three-dimensional creative development of children 2-7 years, compared with the more well-established knowledge about the stages in the two-dimensional development (drawing). A practical aim is to use some of the research results in writing a textbook for use in teacher education.

The main sample comprised 63 children from four nursery schools, and with a broad replication on 297 children from 297 nursery schools. The methods used were direct observation and the collecting of data on children's three-dimensional work, represented by photographs and short verbal reports.

Theory-building often tries to synthesize Piaget's general stages of development with Lowenfeld's special stages in children's two-dimensional work (drawing) to a general system for classification of children's creative play in general (two-, three- and four-dimensional, senso-motorical, constructional and role play). The space concept used, tries to synthesize Piaget's psychological space concept, Norberg Schultz' architectural space theory and topological space concepts from sculpture, art education, kinetics and antropology.

A description is made of the normal development 2-7 years in all three-dimensional media (clay, sand, blocks, rigid and flexible constructive materials). The description is illustrated by 300 photographic examples from a total collection of 3000 slides. The observed children in the main sample were usually classified on a higher developmental level in three-dimensional work than in their two-dimensional work,

especially if the three-dimensional medium was building blocks. The main symbol interests in all age groups 2-7 years were: (1) humans and animals; (2) dwelling; (3) transport. Symbolizing nature (except animals) was rare in three-dimensional work.

Publ.: Trageton, Arne: Borns 3D formingsutvikling. Universitetet i Trondheim, 1977, 358p.

Trageton, Arne: Borns 3D formingsutvikling: fase III. Stord lærarskule, 1978, 92p. mim.

Trageton, Arne: Borns 3-dimensionale forming, Pedagogen, vol. 25, 1977:3, p. 26-36.

1727801

Borns tre-dimensjonale formingsutvikling 7-10 år. (Child development 7-10 years in three-dimensional creative work (art and design) in different constructive and plastic media.)

NO o 1978-1981 17200 x 17300 x 11300

Trageton, Arne;

Inst.: Stord lærarskule (Stord college of education), N-5414 ROMMETVEIT

Fin.: Ministry of Church and Education.

child development; space perception; artistic ability; creativity; creative activities; architecture; sculpture; play; concept formation; primary education;

developpement de l'enfant; perception de l'espace; don artistique; creativite; activites creatrices; architecture; sculpture; jeu; formation de concept; enseignement primaire;

The project is an extension of project no. 1727601, now to the development in the age group 7-10 years. In addition to the developmental psychological aims, this study tries to show to what degree the children's creative play would be an effective starting point and concrete fundament for teaching in general, especially in communicative verbal learning and cognitive mathematical learning. Development of spatial concrete concepts is central in the study. The research results will be the background for writing a textbook for use in teacher education: "General pedagogy for teaching 7-10 year old children based on creative activity and play".

The sample comprises 59 children, 8-9 years old in two school classes, and 7-8 years old in one class. The subjects will be followed through two years, three lessons every week.

Methods to be used are direct naturalistic observation in the school environment and collecting data on the children's three-dimensional work represented by photographs and short verbal reports. The data will be classified according to a

theory-matrix developed in the previous project. Data on two-dimensional and three-dimensional development is to be compared for each child.

1727802

Semantisk begrepsstruktur, avslørt ved skrevne ord-assosiasjoner til hørte eller leste stimulusord. (The conceptual structure of word meaning, revealed in written word-associations to heard and read stimulus words.)

NC o 1977- 17200 x 13100 x 12300

Nyborg, Magne;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

learning; learning process; learning psychology; learning theory; concept formation; teaching method; semantics;

acquisition de connaissances; apprentissage; psychologie de l'apprentissage; theorie de l'apprentissage; formation de concept; methode pedagogique; semantique;

The aim of the project is to reveal conceptual structures of word meaning. The sample comprises 215 subjects, partly a random sample from secondary schools in three different towns, and partly a non-random sample from two colleges of education.

The methods used are word-associations to read and heard stimulus words. Preliminary results support the hypothesis that word meanings, shared by some or many subjects, displays a conceptual structure (attributal and hierarchical).

1727803

Faktorer som påvirker grad av meningsfylt læring. (Factors influencing degree of meaningful learning.)

NO o 1976-1979 17200 x 17300 x 17600

Rand, Per;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

learning; learning psychology; learning process; knowledge; cognition; concept; generalization; learning test; psychological characteristics;

acquisition de connaissances; psychologie de l'apprentissage; apprentissage; connaissance; cognition; concept; generalisation; test d'acquisition; characteristique psychologique;

Background and aims of the project is to study characteristics of learning material, learning situation and the pupil which may be expected to lead to variations in depth of understanding and degree of meaningful learning in a natural school situation.

The sample comprises 450 sixth grade pupils from a Norwegian town of 50,000 inhabitants.

A special text is elaborated, and this text may be understood and retained on several levels, e.g. facts, concepts and principles. Development of criteria for judging degree of meaningful learning. Data on the subjects cover sex, intellectual level, anxiety (TASC), motive constellation (AMS), causal attribution and self concept (Roopstad) and cognitive style.

1727804

Vårt musikalske morsmål. Studier i førskolebarns sang på daghjem i Oslo. (Our musical mother tongue. Studies on the singing activities of preschool children in kindergartens in Oslo.)

NO c 1974-1979 17200 x 25100 x 12700

Bjørkvold, Jon-Roar;

Inst.: Institutt for musikkvitenskap, (Institute of Musicology), Box 1017, Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Consumer Affairs and Government Administration.

musicality; music; singing; play; communication; interaction; social interaction; child development; child psychology; socialization;

musicalite; musique; chant; jeu; communication; interaction; interaction sociale interaction sociale; developpement de l'enfant; psychologie de l'enfant; socialisation;

During the first years of life various forms of nonsemantic communication are of primary importance for the child's perception. Song is one of these vital means of communication and contact, initially from the adult to the child, and then, gradually, vice versa. This experience influence the child's

own attitude to singing, making it far more than a question of pure aesthetic and emotional pleasure. It really becomes a useful and vital tool in children's everyday interaction. The aim of the project is thus to investigate children's creative and reproductive song as part of the social process. Social context and musical patterns are seen as a whole, constituting just various aspects of the child's "musical mother tongue".

The data are collected by use of participant observation during eight months in three kindergartens, situated in different parts of Oslo. The children were observed four hours a day every second week. The three groups observed consisted of 15 to 22 children, beeing from four to six years old. Spontaneous singing among the children themselves were of primary importance. But the field, as far as research is concerned, obviously is suffering from interdisciplinary neglection. however, one fundamental intention behind doing the field work was to test the hypothesis of a structural correlation between the social context of children's singing, and musical form. Another basic hypothesis in the project concerns singing and communication: Do communicative singing increase correlative to the socialization development of the groups? Also hypothesis concerning adult influence on children's song activities, and possible sex patterns are tested. as a means of systematzation the children's song activities are classified into three main functional categories: A) As an assimilated, mostly descriptive part of the child's activity at the moment; B) As part of a (mostly) semantic message to another person C) As accompaniment to ongoing activity without having descriptive relevance. Categories A and B are to some extent overlapping

The basic hypothesis of a structural relaton between social context and song is confirmed so far: e.g. the more direct and socially pragmatic the singing situation - like that of giving a semantic message to a friend - the more specific and pattern-like the musical strucure. Further, song used directly in interactive communication is documented: There is an evident increase in spontaneous song communication among the children as the various groups become sufficiently integrated. Moreover, children's way of resorting to song in cases of despair, crisis or, opposite, triumph and power seems, in terms of social anthropology, to indicate a certain rudimental formation of rites. In the socialization process no basic differences between the sexes is appearant as far as singing is concerned. There is no absolute correlation between the degree of adult song influence and the intensity and variety of children's singing. Especially functions A and B of the song categories seem relatively independent of adult influence. The traditional child song repertory, as taught by the adults, all the same constitutes an important musical material for children, as one constituent of an indispensable means of expression in everyday life. But the songs are functionally widely redefined and also very often musically transformed, according to the premises of child culture itself.

1737601
Endringer i intellektuelle prøveprestasjoner blant 19-åringe menn 1956-1968. (Schooling and measured abilities of 19-year-old Norwegian men 1956-1968.)
NO o 1970-1979 17300 x 11300 x 17400
Thrane, Vidkunn Coucheron;
Inst.: Institutt for anvendt sosialvitenskapelig forskning - INAS (Institute of Applied Social Research - INAS), Box 1100 Blindern, N- Oslo 3.
Fin.: The Norwegian Research Council for Science and the Humanities.
intelligence test; intelligence measurement; adolescence; intellectual development; system of education; compulsory education; secondary education;
test d'intelligence; mesure d'intelligence; adolescence; developpement intellectuel; systeme d'enseignement; enseignement obligatoire; enseignement secondaire;
As a supplement to longitudinal studies on development of intellectual functions (see ref.), involving methodological problems concerning measurement and analysis of change, the covariation of ability measures and amount of schooling among comparable cohorts of 19-year-old men is investigated over a 12-year period with rapidly increasing secondary schooling.
The method used is a comparison of five cohorts (1956, -59, -61, 65 and -68), ranging in size from 16 to 28 thousand and tested with the same ability measures as in the longitudinal studies.
Preliminary results showed that measures of ability as well as schooling increased markedly for the cohorts during the 12-year period, and there appears to be correspondence in the rate of change for the two types of measure.
Publ.: Thrane, Vidkunn Coucheron. Adolescent changes in ability in relation to schooling. Preliminary report. In: Chronbach, L.J. and Drenth, P.J. (eds): Mental tests and cultural adaptation, pp. 305-307. The Hague and Paris: Mouton, 1972.

1737603

Moderat (intellektuelt) utviklingsretarderte barns utvikling under et læringspsykologisk begrunnet, systematisk begreps- og språklæringsprogram. (The development of moderately mentally retarded children when given a concept and language training programme, based on detailed and theoretical models of learning.)

NO o 1973-1976 17300 x 17400

Nyborg, Magne; Lyngstad, Turid;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

mental retardation; learning difficulty; intellectual development; concept formation; concept; abstraction; learning process; special education; learning; memory; communication;

retard intellectuel; trouble de l'apprentissage; developpement intellectuel; formation de concept; concept; abstraction; apprentissage; enseignement special; acquisition de connaissances; memoire; communication;

The aim of the study was to develop a concept and language training programme for moderately mentally retarded. The hypothesis was that fundamental conceptual and language training given, in terms of a concept teaching model to mentally retarded children in order to increase their analytical (abstracting) and selective capacity, increase "depth of processing" or meaningfulness. This should also give increasing short and long term memory in many kinds of tasks, including the skills of communicating by natural and mathematical language. Motivation for further learning should also increase.

The sample comprised 36 mentally retarded children in three groups of twelve, one experimental and two control groups. The experimental subjects were taught in three different schools. The control subjects were sampled from six schools. The experiment was undertaken in an ordinary special school environment during a period of three years.

The results clearly support a set of expectations concerning conceptual and language capacity, concerning analytical capacity and flexibility of attention and concerning transfer to different kinds of language tasks. Thus a large set of data, including many kinds of communication skills, are clearly in favour of the experimental group.

Publ.: Lyngstad, Turid and Nyborg, Magne: Rapport om et treårig spesialpedagogisk felt-eksperiment. Pedagogisk forskningsinstitutt, Oslo, 1977.

Nyborg, Magne: Summary of a special educational (12 years) research with mild and borderline cases of mentally retarded children. Pedagogisk forskningsinstitutt, Oslo, 1978.

Nyborg, Magne: Læring, begrepslæring, begrepsundervisning. Pedagogisk forskningsinstitutt, Oslo, 1978.

1737801
Undervisningsmetodar for læring av psykomotoriske dugleikar. (Methods of instruction for learning psychomotor skills.)
NO o 1977-1980 17300 x 13100 x 17600
Søvik, Nils;
Inst.: University of Trondheim, N-7000 Trondheim.
Fin.: The Norwegian Research Council for Science and the Humanities.
teaching method; writing; drawing; visual perception; sensorimotor activity; psychomotor activity; feedback;
methode pedagogique; ecriture; dessin; perception visuelle; sensori-motricite; psychomotricite; retroaction;

Previous research in the area of psychomotor skills, e.g. drawing, copying, and handwriting, has shown that the sensori-motor feedback mechanisms play an important role in learning and performing such skills. Unfortunately, however, this information has not been taken much into consideration when teaching children basic skills at school. The aims of this study are therefore concentrated on teaching school children how to make use of available feedback while carrying out drawing and writing tasks.
Two experimental designs, one completely crossed design and one repeated measurement design, were organized for the two laboratory studies conducted in 1978. The two samples of subjects used for the experiments, 32 and 16 pupils, were randomly selected among first- and fourth-graders in the town of Trondheim. During 1979 and 1980 the studies continue in the schools.
In the laboratory experiments carried out in 1978 an experimental set up consisting of an oscilloscope, optic devices, and a closed-circuit television system was utilized for testing the subjects' abilities in using social tracking and feedback information while doing copying, drawing and writing functions. A more simplified system of technical devices will be established in the classrooms where the future studies will take place.
Data from the laboratory studies mentioned have been analyzed in part only. The empirical evidence is supposed to give guidelines for the planning and performance of the next sequence of studies intended for this project.

1747601

Evalueringsformer i grunnskolen. (Different forms of evaluation used in language and mathematics in 6th and 7th grade.)

NO c 1974-1978 17400 x 11300

Søvik, Nils; Frengen, Alf; Wostryck, Andrei; Bergvik, Odd;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities.

primary school; evaluation; marking; measurement; feedback; behaviour; misconduct; lower secondary;

ecole primaire; evaluation; notation; mesure; retroaction; comportement; mauvaise conduite; secondaire premier cycle;

The Ministry of Church and Education has suggested that new forms of evaluation may be introduced in near future. The central question under discussion is: Should students still receive marks in the lower secondary school (7th - 9th grade)

or should marks be replaced by alternative forms of evaluation?

In Norway a system of written statements (formulated individually by the teachers) presented once every term, has been used tentatively during later years. The effects of such a system have been examined in Alf Frengen's study. Andrei Wostryck in his specific study has investigated to what degree parents and students are willing to give away the traditional mark system and use informal evaluation (teacher comments) only. Odd Bergvik has dealt with problems related to validity and objectivity in evaluating children's behaviour and misconduct at school.

In general, the findings from the different EFIG-studies seemed to indicate that teachers as well as parents and children favoured the traditional system of formal instead of informal forms of evaluation rather strongly. However, the greater majority of school children and their parents also seemed to appreciate different kinds of information and evaluation added to the traditional and fairly objective marks.

Publ.: Søvik, Nils: EFIG-prosjektet, rapport nr. 1, (survey research), Pedagogisk institutt, Trondheim, 1975, 119p. mim.

Søvik, Nils: EFIG-prosjektet, rapport nr. 2 (field experiments), Pedagogisk institutt, Trondheim, 1976, 188p. mim.

Frengen, Alf: EFIG-prosjektet, rapport nr. 3 (survey research), Pedagogisk institutt, Trondheim, 1976.

Wostryck, Andrei: EFIG-prosjektet, rapport nr. 4 (survey research), Pedagogisk institutt, Trondheim, 1976.

Bergvik, Odd: EFIG-prosjektet, rapport nr. 5, Pedagogisk institutt, Trondheim, 1977.

1767801

Meningsprosjektet: Selvforståelse og selvutvikling. (Self-understanding and self-development.)

NO o 1978- 17600 x 26400

Førland, Erling;

Grendstad, Nils Magnar; (sup.)

Inst.: Oslo katedralskole (Oslo Cathedral school), Ullevålsveien 31, N-Oslo 1.

Fin.: Ministry of Church and Education.

personality; personality development; self-concept; self; self-consciousness; humanism; youth;

personalite; developpement de la personalite; conception de soi; moi; consciance de soi; humanisme; jeunesse;

Series of new school acts have passed our Parliament. All these acts stress strongly the aim to help students develop their personality, but there is almost no systematic work done to develop programmes for these ends. This project offers such a programme.

Research in different countries show a catastrophic lack of feeling or consciousness of Life meaning.
Hypothesis one: The same "existential vacuum" that has been found among American and European youth will also be found among 17-18 years old Norwegian students.
Hypothesis two: With a programme of confluent education 2 hours a week for one year, it will be possible to heighten the consciousness of Life meaning among a group of students 17 years old.
Hypothesis three: Along with the changed feeling and understanding of personal life meaning goes an increase in motivation for school work and feeling of responsibility for personal development.

The sample is one experimental group (N=18) and one control group (N=22). The two groups were randomly drawn from three groups of students having chosen psychology as an optional subject. The control group is taught highly traditional and theoretically using a textbook. Practically no experiental activities are given. The experimental group has the same textbook and the same content tests, but uses about 75% of the time on experiental exercises. The results will be tested using a Life meaning interview and questionnaires on attitudes towards school etc.

Publ.: Førland, Erling: The problem of life meaning among youth. Unpublished thesis for MA in Confluent education, University of California, S.B., 1978.

1787801

Kjønnsroller og linjevalg. (Motivation for educational choice in Norwegian secondary schools.)

NO O 1978-1979 17800 x 11300 x 16100

Christensen, Turid;

Inst.: Kristiansand katedralskole (Kristiansand grammar school), Box 1010, N-4601 Kristiansand.



Fin.: Ministry of Church and Education.

secondary education; upper secondary; motivation for studies; choice of studies; occupational choice; occupational aspiration; sex difference; (educational aspiration;

enseignement secondaire; secondaire deuxieme cycle; motivation pour les etudes; choix des etudes; choix d'une profession;

aspirations professionnelles; difference de sexe;

In the Norwegian grammar school the students have 3 possibilities in choosing sides: one with the emphasis on science (physics, mathematics and biology), one with the emphasis on social sciences, and one with the emphasis on foreign languages. The tendency to choose according to sex has been overwhelming, i.e. boys on the scientific subjects, girls on languages. The aim of this research is to study the motivation for choice of studies.

310 pupils, 16 and 17 years of age, were interviewed when they had to make their choice entering grammar school. Data on student motivation will be related to parental attitude, marks, occupational aspiration and judgement of their own sex roles.

1837601

Forsøk med klasseromsgymnastikk. (Physical training in the classroom.)

NO c 1973-1977 18300 x 18600

Holmen, Ada;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N- Oslo 6

Fin.: Municipality of Oslo.

human body; health; posture; physical education; gymnastics; remedial gymnastics; physiotherapy; primary school;

corps humain; sante; attitude corporelle; education physique; gymnastique; gymnastique corrective; physiotherapie; ecole primaire;

The background of this study was that the physical condition of younger children had shown signs of becoming weaker. The aim of the project is to find out whether daily training by physiotherapists and by teachers would improve the physical condition of the children.

A quasi-experimental design was used on a sample of 310 children in the 2nd and 4th grades. The control group, which did not get any treatment, comprised 150 children from the same grades in another school.

The results were that ten minutes of daily exercise do not seem to affect students' muscular strength, flexibility of their joints or posture.

Publ.: Holmen, Ada: Klasseromsgymnastikk, Skolesjefen i Oslo, 1977, 141p.

1847601

"Skolestress". Studium av virkninger som langvarig forventningspress kan ha på elevenes emosjonelle tilpasning og faglige utvikling i ungdomsskolen: Forventningspress og mentalhygiene. ( Psychological stress as a result of expectation pressure in school situations: Expectation pressure and mental hygiene.)

NO c 1973-1978 18400 x 17600 x 17500

Lysne, Anders; Bjørnæs, Else; Mykletun, Reidar;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

lower secondary; achievement motivation; aspiration; motivation; performance; parental attitude; anxiety; examination phobia; mental health; mental illness; neurosis; mental stress; expectancy; self-esteem; self-concept;

secondaire premier cycle; motivation d'accomplissement; aspiration; motivation; performance; attitude des parents; angoisse; phobie de l'examen; sante mentale; maladie mentale; neurose; tension mentale; attente; amour propre; conception de soi;

The aim of the project was to investigate the expectation pressure on pupils in lower secondary schools, comprehensive level, and how the pressure effects emotional adjustment and the development of school performance.

We also investigated intensively a selected number of students who complained that they suffered under too much expectation pressure from the environment, aiming at detecting tendencies to develop neurotic adjustment as a result of pressure.

Screening and semiclinical interviews were used with all students in grade 8 and 9 in three differente communities.

Too much expectation pressure is for many students a threat which effects their attitude and adjustment to the school and can under certain circumstances reduce the performance level at school. It can also cause neurotic adjustment. Strong and long lasting expectation pressure can create mental hygiene problems for the students.

Psychological stress as a result of expectation pressure in school situations, does effect the students psycho-somatic conditions in a way that interferes with school performance. How students fulfil expectation pressure in their school performance does effect their self-image, especially

self-esteem.

Publ.: Bjørnæs, Eise: Stress. En oversikt over forskningsfeltet med hovedvekt på psykologisk stress, og en empirisk undersøkelse av stressforekomst og psykosomatiske plager hos ungdomsskoleelever. Hovedoppgave ved Pedagogisk forskningsistitutt, Universitetet i Oslo, 1978.
Mykletun, Reidar: Forventningspress og selvbilde. Hovedoppgave ved Pedagogisk forskningsinstitutt, Universitetet i Oslo, 1978.

1847801

En analyse av et sampel stammere med henblikk på identifikasjon av undergrupper (typer). (An analysis of a sample of stutterers aimed at the identification of subgroups (types).)

NO o 1974-1980 18400 x 18600 x 10300

Preus, Alf;

Inst.: Bredtvet senter for logopedi (The National Center of Logopedics), Bredtvetveien 4, N-OSLO 9.

Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

speech defect; stammer; speech handicapped; speech; speech training; speech therapy; diagnosis;

trouble de la parole; begaiement; handicape de la parole; parole; education de la parole; orthophonie; diagnostic;

The hypothesis is ventured that stuttering is not a unitary disorder, but that the stuttering population consists of subgroups that may be identified through a process of differential diagnosis. Several suggestions and speculations about subgroups are offered in the literature on stuttering, but so far very ltlle research has been done to verify this hypothesis. Subgroups may be etiological of nature, they may be treatment types or both.

The sample consists of 100 Norwegian stutterers (75 males and 25 females) between the ages of 16 and 22. The subjects were all willing and available stutterers in these agegroups that between November 1974 and June 1976 were reported for diagnostic appraisal, received therapy or were registered as potential clients at the National Center of Logopedics, Bredtvet.



The diagnostic battery consists of a) tape recordings and analyses of the stuttering behaviour as well as questionnaire

data covering stuttering, speech and background variables, and b) psychological and neuropsychological tests (WAIS, MMPI and the Halstead neuropsychological battery). 70 variables were initially selected for study. Through the methods of factor analysis and principal component analysis the number of variables have been reduced and condensed to 30.

Five statistical analyses have been performed with this new set of variables: (a) An aposteriori analysis based on principal component analysis and cluster analysis with the programme MICKA. This method did not identify any subgroup in the material. (b) An a priori analysis based on Van Riper's track type hypothesis. By means of discriminatory analysis a subgroup corresponding to Van Riper's Track II was identified. (c) An apriori analysis based on Kopf-Mehnert and Kellner's four dimensional model for diagnosis of adolescent and adult stutterers. Factor analysis and latent profile analysis were applied. The best solution gave 8 subgroups, but the discriminability was too low to reach statistical significance. (d) An a priori grouping on indication of 1) brain damage and 2) personality problems. Statistical analysis by means of discriminatory analysis showed that the braindamaged subgroup was significantly different from the rest of the sample. (e) An a posteriori grouping by means of AID (Automatic Interaction Detection) gave 8 very interesting clinical (treatment) subgroups. This subgrouping was confirmed and its relevance further strengthened by means of an a priori analysis of these subgroups with discriminatory analysis. This fifth and last analysis seems to have given the most promising and most relevant information in this study with regard to a differentiated therapy approach.

Publ.: Preus, Alf: En foreløpig rapport om en undersøkelse av ungdom som stammer. Nordisk tidsskrift for logopedi og foniatri, vol. 2, 1977, p. 5-15.

Preus, Alf: Stamming og løpsk tale. Oslo: Universitetsforlaget, 1977.

Preus, Alf: Attempts of identifying subgroups of stutterers. In: I.A.L.P.: Congress Proceedings Copenhagen 1977, 2. (Editor Bo Ege), Spesialpedagogisk Forlag, 1977, p. 123-136.

Preus, Alf: Utprøving av en 4-dimensjonal modell for diagnose og behandling av ungdom og voksne som stammer. Nordisk tidsskrift for logopedi og foniatri. Monografi nr. 1, 1978. (3. Nordiske Seminar for Logopedi og Foniatri), p. 17-22.

1867801

Undervisningsnivået hos psykiatriske pasienter. (The educational level of psychiatric patients.)

NO o 1977-1979 18600 x 11300 x 25100

Erstad, Nils Andreas;

Inst.: Oppdøl sjukehus (Oppdøl psychiatric hospital), N-6450 Hjelset.

Fin.: Ministry of Church and Education.

special education; mental health; mental hospital; psychiatric service; access to education; educational opportunity; equal opportunity; social handicap;

enseignement special; sante mentale; hopital psychiatrique; service psychiatrique; acces a l'education; chances d'education; egalite de chances; handicap social;

Education may be seen as an "investment" from the point of view of the individual and the society. The individual may also see education as "goods" to be consumed. This research program will study to what extent psychiatric patients really "underinvest" or "underconsume" education, search for the reasons for this difference (which is already found), and try to evaluate what it means for the psychiatric patient to have less education than others, and what might be done to compensate the differences.

The number of patients to be studied is between 300 and 400, and they are compared to a population of 160 000 on control variables.

Publ.: Erstad, Nils Andreas: Utdanningsnivået hos psykiatriske pasienter. (With summary in english.) Oppdøl sjukehus, 1977, 54 p.
Erstad, Nils Andreas: Om utdanningsnivået hos pasienter i et psykiatrisk sykehus. Spesialpedagogikk, 1977:9.
Erstad, Nils Andreas: Undervisning av psykisk utviklingshemmede i en tungpsykiatrisk institusjon. Spesialpedagogikk, 1978:1.

1917601

Samarbeidsutvalgenes funksjon. (Functions of the cooperation committees.)

NO c 1974-1977 19100 x 17700 x 11300

Baarstad, Bjørn; Endrerud, Terje; Grøndahl, Svein-Erik;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Council for Primary Education.

parent participation; parent-school relation; parent-teacher relation; teacher-pupil relation; primary school; lower secondary; management; democracy;

participation des parents; relation parents-ecole; relation parents-enseignants; relation maitre-eleve; ecole primaire;

secondaire premier cycle; gestion; democratie;

The cooperation committees attached to all the 3500 primary schools in Norway had been in function for 3-4 years in 1975. Developmental or research work preceding the establishing of these committees were lacking, and there was little knowledge as to how the already established committees were functioning. each of them consists of the principal, two teachers, two parents, two pupils, one representative of other employees and one member of the school board.

Sample and methods: Systematic sampling of 35 lower secondary schools in eastern Norway. Content analysis of the minutes from committee meetings in 1974 and 1975. Background information on members collected by questionnaire. Interviews at each school with one from each of the six categories represented in the committee.

The number of meetings and type of cases handled vary considerably, with an average of four meetings a year, and with an increasing frequency in urban and suburban schools. A wide variety of topics were discussed, but little initiative was taken by other councils or committees in the school community. The committees did not function satisfactorily in relation to the objectives in the regulations (as an advisory and coordinating link in the school community), but the members of the committees had positive opinions of the benefits from the work.

Publ.: Baarstad, B., Endrerud, T. and Grøndahl, S.-E.: Samarbeidsutvalg i ungdomsskolen, Pedagogisk institutt, Oslo, 1977, 338p.

1917602

Forsøksordnet ungdomsskole. (Innovation in two lower secondary schools in Oslo.)

NO o 1974-1979 19100 x 25400 x 12100

Parr, Linda Rundquist; Maroni, Knut;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N- Oslo 6

Fin.: Municipality of Oslo.

autonomy; student participation; lower secondary; teacher-pupil relation; parent-school relation; parent participation; interdisciplinary; team teaching; democracy; innovation; dropout;

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autonomie; participation de l'etudiant; secondaire premier cycle; relation maitre-eleve; relation parents-ecole; participation des parents; interdisciplinaire; enseignement en equipe; democratie; innovation; abandon d'etudes;

Attempts to introduce school democracy at the upper secondary level revealed the need for greater student participation at an earlier stage. The aims of this project are (1) to discover what conditions must be met if a school is to be a place where students, parents, teachers and other personnel can cooperate, grow and enjoy themselves, and (2) to create a self-perpetuating process of innovation within the local school. The local school is best qualified to determine which areas are in need of innovation, and students, parents, teachers and other personnel all have a role to play in creating a climate at school conducive to innovation and growth.

At two lower secondary schools with approximately 500 students each, the following activities took place: Joint planning workshops with students, parents, teachers and other personnel. Courses for students and parents' leaders concerning their role in bringing about change at their school. Questionnaires to determine what changes were desired and how implemented changes were viewed. Conferences between teachers and project consultant on how to carry out desired innovations. Project-coordinator with reduced teaching load and extra office help.

Teams of three teachers with all of their teaching concentrated to two classes, has proved successful both in terms of better contact between students and teachers and more variation in teaching methods. Students have worked together in groups on interdisciplinary study projects over periods of 1-3 weeks involving a good deal of field work. Good training in independent study and teamwork, but demands self-discipline. An alternative learning programme for dropouts combining work and school has proved a meaningful change for the majority. The push for parental involvement has raised many difficult questions: At which level - their child's class or the entire school - can parents most meaningfully take part? What do parents need to know about school and what channels of information can be used? (Both schools have had a weekly bulletin which seems to serve a useful purpose.) How do the students look upon their parents' involvement?

Publ.: Maroni, Knut: Forsøksordnet ungdomsskole fra neste år? P.i.P.i Forsøk i Osloskolen, 1973:1, p.21-22.

Tverrfaglig undervisning utarbeidet og prøvet ut av elever og lærere ved Hovseter skole 1974-75, rapport nr. 30, Skolesjefen i Oslo, 1976.

En ungdomsskole i utvikling - Hovseter skole fram til 1977, Skolesjefen i Oslo, 1977.

106

1917604

Autonomiprosjektet. (The autonomy project.)

NO c 1971-1979 19100 x 16300

Blichfeldt, Jon Frode; Haugen, Rolf; Jangård, Hilde;

Inst.: Arbeidspsykologisk institutt (Institute for Work Psychology), Ullevålsveien 105, N-Oslo 3.

Arbeidsforskningsinstituttene (Work Research Institutes), Gydasvei 8, N- Oslo 3.

Fin.: Ministry of Church and Education. and Arbeidsforskningsinstituttene (Work Research Institutes), Gydasvei 8, N-Oslo 3.

reform of education; local community; school system; self-management; autonomy; role; teacher-pupil relation; decentralization;

reforme de l'enseignement; collectivite locale; systeme scolaire; autogestion; autonomie; role; relation maitre-eleve; decentralisation;

Analysis of changes within a school community and with the aim to achieve autonomy in learning situations as well as at institutional and administrative levels. Action research which involves constant discussion and contact with all parts involved.

Methods used were interviews, discussions, use of empirical material e.g. time schedules and curriculum plans, and general observation.

A development has been initiated for which the longterm objective is to create and extend capacities for selfregulation in local educational institutions. A small network of social researchers were available as a resourcegroup for teachers and students who tried to organize their own learning. Experiences from the action research programme have been used in governmental investigations into the relationship between school and worklife.

It is necessary to look at the ways tasks are organized both in school and worklife if we want to improve learning. Alternative structures of organization for educational institutions are suggested.

Publ.: Blichfeldt, Jon Frode: Bakerst i klassen, Oslo: Norli 1973. ISBN 82-507-0093-7.
Blichfeldt, Jon Frode: The educational autonomy project: An overview. Oslo: Arbeidsforskningsinstituttene 1974, 22 p.
Blichfeldt, Jon Frode: Skole møter skole. Erfaringer i alternativ praksis for lærerstudenter. Oslo: Tanum-Norli 1975, 97 p.

Blichfeldt, Jon Frode: Relations between the school and the place of work. Acta sociologica, vol. 18, 1975, nr. 4, p. 330-343.
Blichfeldt, Jon Frode, Haugen, Rolf and Jangård, Hilde: Mot en ny skoleorganisasjon. Oslo: Tanum 1979.

1947601

Undersøkelse av en del rettslige spørsmål vedrørende opptak av elever og studenter ved offentlige undervisningsinstitusjoner. (Research concerning some legal aspects relating to the students' access to state schools and universities.)

NO c 1976-1977 19400 x 25100

Christensen, Lars;

Inst.: Agder distriktshøgskole (Agder Regional College), Box 607, N-4601 Kristiansand.

Fin.: Ministry of Church and Education.

access to education; educational opportunity; admission; admission requirements; selection criterion; selection;

acces a l'education; chances d'education; admission; conditions d'admission; critere de selection; selection;

The aim of the project was to outline the legal limitations of public authorities when they decide on what basis to allow students entry to state schools.

A sample of 62 educational institutions was set up, and 42 have returned adequately completed questionnaires.

Different admission regulations, e.g. quota (sex, educational background, practice, etc.), individual evaluation vs. strict and "objective" criteria (point and credit systems) and lottery techniques with or without weighting of chances, are discussed in the study and related to juridical practice and principles in administrative law. Abuse of power as a function or consequence of some of the regulations is a central theme.

Publ.: Christensen, Lars: Rapport fra skoleforskningsprosjektet "Undersøkelse av en del rettslige spørsmål vedrørende opptak av elever og studenter til offentlige undervisningsinstitusjoner", Kristiansand, 1978, 68p. + app.

1947801

Integrering og ikke-segregering i videregående opplæring for funksjonshemmede. (Integration and non-segregation of handicapped pupils in secondary education.)

NO o 1978-1980 19400 x 10300 x 11300

Damsgaard, Bjørn; Skogen, Kjell; Jorde,Ebba; Tangen, Reidun;

Befring, Edvard; (sup.)

Inst.: Statens spesiallærerhøgskole (The Advanced College of Special Education), Granåsen 4, N-1347 Hosle.

Fin.: Ministry of Church and Education.

special education; handicapped; integration; segregation; desegregation; secondary school; upper secondary;

enseignement special; handicape; integration; segregation; desegregation; ecole secondaire; secondaire deuxieme cycle;

The explicit aim of non-segregation and integration is critically discussed according to the realities of segregation. The aims of this project are to learn more about the social and educational hindrances to integration and non-segregation, and to take steps to avoid unnecessary barriers to mainstreaming pupils in upper secondary education.

The sample comprises applicants and non-applicants to secondary education in the county of Møre og Romsdal, together with their teachers and potential teachers.

The methods used are survey techniques (enquetes and interviews), and small conferences.

1947802

Self-concept and school segregation. Theoretical and empirical studies.

NO c 1968-1978 19400 x 10300 x 17600

Stangvik, Gunnar;

Stukat, Karl-Gustav; (sup.)

Inst.: University of Gothenburg and Oppland distriktshøgskole (Oppland Regional College), Box 193, N-2601 lillehammer.

Fin.: The Norwegian Research Council for Science and the Humanities. and other sources.

segregation; special education; primary school; slow learner; self-concept; self-esteem; social system; grouping; ability grouping; heterogeneous class;

segregation; enseignement special; ecole primaire; esprit lent; conception de soi; amour propre; systeme sociale; groupement; groupement par aptitudes; classe heterogene;

The purpose of this research has been to study the relationship between the ways slow learners are grouped in school and their self-concept development. This problem was formulated during a search for theoretically valid

explanations of previous studies of grouping. These tended to show that regular class teaching is a more efficient grouping strategy for this group of pupils than special class teaching. It was thought that self-concept changes which might have taken place in the different educational settings could explain this "efficacy paradox". However, such relationships could not be specified in theoretically valid ways without general studies of the concept of grouping and the concept of self and without a theoretical framework by which the nature of the relationship between these two elements may be understood.

In Part I the concept of self is analyzed and important conditions of self-concept development are pointed out. In Part II ways of viewing the causes and consequences of grouping low-ability pupils differently in school are discussed, grouping research with low-ability subjects is summarized. Finally, in this part characteristic features of the grouping systems which may affect self-concepts are distinguished. In Part III a number of previous empirical studies of the effects of grouping on the self-concept of low-ability pupils are summarized.

Part IV reports an empirical study of the effects of grouping on the self-concepts of slow learners. Four hypotheses concerning these effects are tested by comparing a group of special class slow learners, a group of regular class slow learners, and a group of normal learners in regular classes by means of a multidimensional self-concept instrument. All research subjects were in the fourth grade. The design of the study was an incomplete factorial design. The factors are grouping, sex, and time of assignments to special class. Differences between group means are tested by means of multivariate and univariate analyses of variance.

The main results were: The psycho-social and educational conditions of special classes are characterized by a number of accommodative adjustments of teaching, value orientations and interaction which define the conditions for self-concept development in these classes. These adjustments are viewed as institutional responses to the public definition of failure. From this point of view the "efficacy paradox" becomes les paradoxical. The emirical study verified the basic assumptions as regards the relationship between accommodative adjustments and the self-concept showing different self-concept profiles for the special and the regualr class group: the special class group having the more positive self evaluation and the lower self ideals. This result was verified by a replication study. These profile differences were regarded as different behaviour dispositons which have an important impact on present and future learning and adjustment.

Publ.: Stangvik, Gunnar: Self-concept and school segregation. Gøteborg studies in educational sciences 28, Gøteborg 1979.

1977601

Endring av vurderingsordninga i grunnskolen. (Changes in the evaluation system in primary school and lower secondary school.)

NO c 1975-1977 19700 x 11300

Skrindo, Magne;

Inst.: Sagene pedagogiske høgskole (Sagene College of Education), Biermannsgt. 2, N-Oslo 4.

Fin.: Ministry of Church and Education.

primary school; lower secondary; examination system; evaluation; marking; pupil; parents; parental attitude; teacher; head teacher; attitude;

ecole secondaire premier cycle; regime des examens; evaluation; notation; eleve; parents; attitude des parents; enseignant; chef d'etablissement; attitude;

Survey of experiences with a new evaluation system in primary school among pupils, parents, teachers and headmasters.

The samples comprise 2621 pupils, 1635 parents and 713 teachers and headmasters,all have answered questionnaires.

Main results were that differences exist between different socio-economic groups, that the use of marks was preferred in lower secondary school, that additional information concerning the pupil's progress must be given, and that there are problems with the criteria for giving marks.

Publ.: Skrindo, Magne: Elevers og foresattes erfaringer med vurderingsordninga ved Borgen skole. Oslo: Sagene pedagogiske høgskole 1976, 35 p.
Skrindo, Magne: Elevers og foresattes erfaringer med vurderingsordninga på grunnskolens mellomtrinn. Oslo: Sagene pedagogiske høgskole 1977, 76 p.
Skrindo, Magne: Læreres erfaringer med vurderingsordninga på grunnskolens mellomtrinn og ungdomstrinn. Oslo: Sagene pedagogiske høgskole 1977, 106 p.
Skrindo, Magne: Elevers og foresattes erfaringer med vurderinga på grunnskolens ungdomstrinn. Oslo: Sagene pedagogiske høgskole 1977, 88 p.

2027801

Det første året som lærer. (The first year of teaching.)

NO o 1978-1980 20200 x 13100 x 16200

Jordell, Karl Øyvind;

Inst.: Avdeling for praktisk pedagogisk utdanning (Department of Teacher Training), University of Tromsø, Box 635, N-9001 Tromsø.

Fin.: University of Tromsø

teacher; probation teacher; teaching practice; teaching experience;

enseignant; enseignant stagiaire; pratique pedagogique; experience de l'enseignant;

At the present stage, the project is a pilot study to collect information on experiences from first year teachers, in order to sort out interesting aspects of beginner problems, and possibly formulate hypotheses for further research.

A sample of 30 teachers in Tromsø are interviewed.

2227801

Videreføring av trekantsamarbeidet skole - industri - forskning i Rogaland. (Further development of the tripartite cooperation between education, industry and research.)

NO o 1977-1979 22200 x 12900

Fjelde, Kurt M.;

Inst.: Gand videregående skole (Gand secondary school), Hoveveien, N-4300 Sandnes.

TESA - Cooperative body for industrial enterprises, Flintergt. 8, N-4300 Sandnes.

Fin.: Ministry of Church and Education; TESA; MVL.

measurement; measuring instrument; technical equipment; laboratory apparatus; industry; technical sciences;

mesure; instrument de mesure; equipement technique; appareil de laboratoire; industrie; sciences de l'ingenieur;

The project was initiated by the Central Institute for Industrial Research and TESA. The aim is to analyse the need for a laboratory designed to meet the region's problems concerning measurement techniques. At the same time this laboratory should be a central point in the cooperative work between education, research and industry. Corresponding projects is not known neither in Scandinavia nor in the rest of Europe.

One result will be the establishing of Rogaland Centre for Measurement and Calibration to serve industry, educational institutions and the medical service in the region. This centre will also take care of the training of personnel, maintenance of apparatus and perform calibration of equipment.

2327801

Revisjon av offisersutdannelsen med vekt på å gjøre den mer til en lederopplæringsinstitusjon. (Reform of officer education as a school for management development.)

NO o 1976-1981 23200 x 19100 x 12900

Rieber-Mohn, Carl;

Dalin, Per; (sup.) Riis, Erik; (sup.)

Inst.: Krigsskolen (The Royal Norwegian Officer Academy), Box 42, Linderud, N-Oslo 5.

Fin.: Army Headquarter and Ministry of Defence.

military; vocational education; management; management education;

militaire; enseignement professionnel; gestion; formation a la gestion;

The Academy has been functioning in accordance with a plan from 1963 where all subjects were taught isolated from each other and from the practical needs and the officers' tasks. Management topics were taught academically with little attention to the emotional and experiental aspects. The aim of this action research programme is to initiate a more integrated and management oriented education and to describe this process. Emphais will be put on the process of decision making and its effects.

The sample comprises 30 teachers, 100 students and 50 staff members. Methods used are enquetes and interviews to describe changes and follow attitude changes as seen in new methods of teaching.

Preliminary results show new patterns of decision making between the Academy and Army H. Q., with more decentralization and autonomy. The teaching seems to be more integrated, job-oriented and person-centered.

2327802

Departementsrundskriv ( Circulars from the Ministry of education.)

NO o 1977-1979 23200 x 27300 x 28100

Høeg, Tom Arbo;

Inst.: Universitetsbiblioteket (The University Library of Oslo), Drammensveien 42, N-Oslo 2.

Fin.: Ministry of Church and Education.

act; official text; regulation; archives; index; ministry of education; history of education;

loi; texte officiel; reglementation; archives; index; ministere de l'education; histoire de l'education;

Many of the circulars (in a very broad sense) dispatched mainly by the Ministry of Church and Education are of importance to teachers, lawayers and historians who are studying Norwegian school history. Because this material ha has been published in several collections of acts and in a number of periodicals and therefore are difficult to find, I have made a register of about 4500 of the circulars. The work comprises an index of acts between 1739 and 1934 with amendments, an alphabetic index and a chronological index (1739-1954). For the years after 1954, see the publication "Norsk skole" from the Ministry of Church and Education.

2417601

Desentralisert skoleutbygging i Nord-Gudbrandsdal. (The development of a decentralized educational system in Northern Gudbrandsdal.)

NO c 1975-1978 23200 x 11300 x 24100

Dahl, Bjarne;

Inst.: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Box 38 Linderud, N-Oslo 5.

Fin.: The National Council for Innovation in Education.

decentralization; reform of education; educational opportunity; system of education; school system; secondary school; rural area; rural development; economics of education; developing area; local community; geographic location; school distribution;

decentralisation; reforme de l'enseignement; chances d'education; systeme d'enseignement; systeme scolaire; ecole secondaire; zone rurale; developpement rural; economie de l'education; zone en developpement; collectivite locale; localisation geographique; carte scolaire;

The aims of the project were:

a. To analyse the relation of pupils to the school system throughout the Nine year Compulsory school in a region having a special settlement pattern.

b. To follow de development, over a period of time, and the expansion of decentralized course offers for 10 - 12 school years in the region.

c. To summarize the economic consequences of decentralized expansion.

The research area consisted of 8 local authorities in Northern Gudbrandsdal, and information was collected on all pupils leaving the compulsory school during the period 1969 -1975. All pupils enrolled in schools of secondary education in the region have been registered for the same period. There were about 4800 pupils involved in the enquiry, 600 - 700 a year.

The project has given information on problems connected with decentralization, development of rural and sparsely populated areas and localization of educational institutions. Further project activities in this area will be taken care of by The National Council for Innovation in Education..

Publ.: Desentralisering av videregående skoletilbud. Utredning fra en arbeidsgruppe. Informasjon om forsøksarbeid, no. 77, Oslo: The National Council for Innovation in Education., 1978.

2417603

Modell for det norske utdanningssystem. (Model for the Norwegian educational system.)

NO o 1971- 24100 x 25200 x 25500

Hernæs, Erik;

Sevaldson, Per; (sup.)

Inst.: Statistisk sentralyrå (Central Bureau of Statistics), Box 8131 Dep, N-Oslo 1.

Fin.: Central Bureau of Statistics.

economics of education; system of education; Norway; educational policy; labour market; manpower need; statistical model; demography;

economie de l'education; systeme d'enseignement; Norvege; politique de l'education; marche de travail; besoin de main d'oeuvre; modele statistique; demographie;

The aim of the study is long-term projections of the educational background of the Norwegian population, and with simulation of the flow of people through the educational system, ending up with the highest education attained. Within this framework: to analyse educational behaviour; to simulate consequences of policy decisions concerning the labour market and the educational system. The model is of Markow-chain type (Thonstad - Stone), with states based on educational level (ongoing or completed).

The main statistical base is current, individual-based educational statistics, covering all courses with a duration of 300 hours or more. From the base-period of 1970-71 where also the population census was used, the educational statistics allows current up-dating of the most important transition rates.

The results will be projections to year 2000 of the educational background of the population, based on new entrants (from a population projection), prolonged trends in the transition rates and checks of the number of pupils and students against public plans for the educational system. This will give rise to alternative solutions, according to different assumptions as to the future development of the transition rates and number of pupils and students.

Publ.: Hernæs, Erik: Utdanningsstatistikk og framskrivninger 1970-1990, Oslo: Statistisk sentralbyrå, 1976, 65 p.

Hernæs, Erik: Projections of the educational background of the population, Oslo: Statistisk sentralbyrå, 1979.

2437601

Kommunaløkonomisk studium av kostnadsstrukturen i den norske grunnskolen. ((Presentation and analysis of the cost structure of Norwegian primary schools.)

NO o 1975-1979 24300 x 11300

Jensen, Bjarne; Omland, Kjell;

Inst.: Agder distriktshøgskole (Agder Regional College), Box 607, N-4601 Kristiansand.

Fin.: Ministry of Church and Education.

primary school; Norway; economics of education; economic factor; local finance; cost of education; resource allocation;

ecole primaire; Norvege; economie de l'education; facteur economique; finances locales; cout de l'education; affectation des ressources;

The aims of the study are (1) to present an analysis of the distribution of costs for primary schools in Norway. What sort of resources are used (personnel, teaching aids, etc.)? Past developments and differences between various groups of municipalities. (2) To find which factors influence the use of resources and analyse how these factors influence the costs.

The analysis is carried out by classifying the municipalities into groups on the basis of the importance of those factors which are thought to influence the cost structure and to compare the cost structure of the different groups. The data are collected by questionnaires sent to all Norwegian municipalities and from public statistics.

2437801

Skolebygg - Investering og drift. (Schoolbuildings - Initial cost, design and cost in use.)

NO o 1977-1979 24300 x 11100 x 21100

Hegli, Bjørn; Onsrud, Ingolf;

Granum, Hans; (sup.)

Inst.: SINTEF - Selskapet for industriell og teknisk forskning .ed Norges tekniske høgskole (The Foundation for Scientific and Industrial Research at the uxth), N-7034 Trondheim.

University of Trondheim

Fin.: Ministry of Church and Education.

primary school; school; building; planning; economics of education; resource allocation; cost; expenditure; cost analysis; investment;

ecole primaire; ecole; batiment; planification; economie de l'education; affectation des ressources; cout; depense; analyse de cout; investissement;

The cost in use is at present only marginaliy taken into consideration at the planning stage. This is mainly due to the lack of data and methods. The main aim of this project is to develop practical methods for analysing planning consequences.

That is: - to find the most important costs in use and how they are influenced by the planning decisions and by the management of the building.
- to analyse the consequences of the most important functional performance.
- to develop methods of registering data, and
- to propose methods of conveying relevant information to the users.

Data from four primary schools in two different municipalities has been collected and analysed. In addition results from other investigations has been used.

The project shows which factors influence cost in use, and it gives preference to various ways of achieving the following:
- a reduction of the cost in use of 10-30%, i.e. 100 - 300 mill. NOK just for primary schools in Norway.
- an improvement of school-building design, constructions, detailing and use of materials with regard to the activities of the school.

2517601

Gjennomstrømmingsundersøkelsen. En oppfølging av fritt inntak til videregående skoler i tre regioner. (A follow-up of free access to upper secondary schools in three regions.)

NO c 1974-1978 25100 x 19400 x 1.500

Austbø, Kari; Reisel, Micha;

Inst.: Forsøksrådet for skoleverket (The National Council for Innovation in Education), Box 38 Linderud, N-Oslo 5.

Fin.: Ministry of Church and Education.

upper secondary; reform of education; access to education; educational opportunity; equal opportunity; admission; admission requirements; occupational choice; sex difference; role; choice of studies; option;

secondaire deuxieme cycle; reforme de l'enseignement; acces a l'education; chances d'education; egalite de chances; admission; conditions d'admission; choix d'une profession; difference de sexe; role; choix des etudes; matiere a option;

In 1974 there existed three new upper secondary schools in Norway which, as an innovation did not require qualifications or minimal standards from pupils who came from "their" district. The aim of this study was to find out how these pupils "flowed through" the new school, in what way they used the open choices given to them, and why they made their choices.

We were interested to find out how the pupils used the alternatives presented to them, and to what degree they chose the one-year, two-year or three year alternatives. Secondarily we wanted to find out more about their choice of occupation, and connected with this, their sexrole structure.

The sample consisted of 577 pupils who started in the first year of the three upper secondary schools in the autumn of 1974. The methods used were interviews, questionnaires and collection of data directly from the schools.

The first report on "admission" found that although these pupils were in the experimental situation where their grades from lower secondary school were NOT taken into account , when they sought admission for one of the studycourses, it was precisely their grades in lower secondary school which showed the highest correlation with their choice of study (as compared to all other background variables).

The majority of pupils were job oriented in their decisions concerning the transition to upper secondary school. The choices of optional subjects were sex-typical, boys chose mostly mathematics and girls mostly languages. The boys usually wanted technically oriented jobs, while the girls very often wanted "to work with people", i.e. the social sector, child care etc.

Publ.: Skolerett for ungdom mellom 16 og 19 år: Opptak. Iformasjon om forsøksareid no. 60, Oslo: The National Council for Innovation in Education., 1976.
Elevenes vurderinger og valg. Rapport fra forsøket med fritt inntak i videregående skoler i tre regioner. Informasjon om forsøksarbeid no. 69, Oslo: The National Council for Innovation in Education., 1977.

2517602

Kartlegging av barnekultur og barnekulturelle fenomener. (Research on the culture of children and phenomenas connected with it.)

NO o 1970- 25100 x 10300 x 17600

Norås, Thor Gunnar;

Inst.: Kulturgruppene i Stavanger (The cultural groups in Stavanger), Box 4031 Tasta, N-4001 Stavanger.

Fin.: Ministry of Consumer Affairs and Government Administration.

cultural heritage; cultural change; cultural crisis; social structure; socio-cultural activities; socially handicapped; deprived; personality development;

heritage culturel; changement culturel; crise culturel; structure sociale; activites socio-culturelles; handicap social; defavorise; developpement de la personalite;

The main purpose is to study how children's culture is transported, the passing of the border of cultural extinction, the growth of socioculturally deprived children as a result of social or cultural isolation. Due to several factors like mobility, changes in the structure of societies etc., children tend to be less able to connect themselves to the general cultural network, thus disabling themselves from using networks which could have provided resources needed to establish them as harmonious human beings.

The hypothesis is that exposed to children in intense play, inactive children are influenced through four steps: 1. Attracting, 2. Registration, 3. Practicing the activity, and 4. Exposure. The exposure will in turn have a model-effect on other children.

Children are gathered in four culture-group centres, one in each of four different areas of Stavanger, and with different housing facilities. The children can here form natural cultural patterns and make their own structures according to age, sex and need.



Though not empirically verified, there are strong indications that this method can break down barriers between children in kindergartens, children in "street and playground" and children in the first classes of primary school, giving them

all an equal chance to learn network-technology, prevent injuries inflicted from social or cultural isolation, and give a smoother transference from situation to situation - preventing cultural shocks.

Publ.: Norås, Thor G.: Jeg og kulturen min. Stavanger 1973, 110 p.
Norås, Thor G.: Barnet i liv og lek. Barnekultur i en brytningstid. Stavanger 1976, 127 p.

2517801

Klasseforskjeller i jenters forhold til utdanning, yrke og familie. (Social class differencies in girls' relations to education, work and family.)

NO o 1977-1980 25100 x 18100 x 16100

Ve, Hildur;

Inst.: Sosiologisk institutt (Institute of sociology), Christiesgt. 15-19, N-5014 Bergen University.

Fin.: The Norwegian Research Council for Science and the Humanities.

socialization; motivation for studies; choice of studies; occupational choice; occupational aspiration; sex difference; social class; working class; educational aspiration);

socialisation; motivation pour les etudes; choix des etudes; choix d'une profession; aspirations „rofessionnelles; difference de sexe; classe sociale; classe ouvriere;

Various types of Norwegian research data shows that working class girls do not get the same amount of general education as do girls from other classes, and not the same amount of vocational training as working class boys. The increase in the number of married women in the work force is greater for women of middle class background than for working class women. Married working class women working outside the home do not identify with their job in the same way as women from other classes do.

The aim of the project is to understand better the type of socialization patterns that help to create these differences, and to develop concepts that are more sex- and class-specific than the ones hitherto in educational research and socialization.

The hypotheses are: (1) Working class girls are less individuated than boys in their own class and boys and girls of different social class background. (2) Their close relatives and friends consider them more in their roles (i.e. as daughters, girl friends, future wives) than as individual persons. (3) Their plans for education and work outside the home are less clear and have a shorter time perspective than those of girls from other classes.

50 girls with working class and middle class background in the age of 16-17 years, and their mothers are interviewed.

Publ.: Holter, H., Ve Henriksen, H., Gjertsen, A. and Hjort, H.: Familien i klassesamfunnet. Oslo: Pax, 1975.

Ve Henriksen, H.: Klasseforskjeller i sosialisering og reproduksjon av arbeidskraften. Oslo: Sosiologisk institutt, 1975.

Ve Henriksen, H.: Forsømte faser i studiet av barn. In: Barns vilkår i Norge. Oslo:INAS, 1973.

Ve Henriksen, H.: Barnet i familien - en konsekvens av maktforholdene i samfunnets økonomiske struktur. Praxis, 1976:6.

Ve Henriksen, H. and Holter, H.: On Tony Manocchio and William Petitt: "Families under Stress. A Psychological Interpretation", Acta Sociologica, 19, 1976:4.

Ve Henriksen, H.: Klasseforskjeller i sosialisering, "Myter og virkelighet". Kontrast, 1976:5.

Ve, H.: Hvordan samfunnet former oss. Om begrepet sosialisering. Noen trekk fra teori og forskning. Forskningsnytt, 1976:3.

Ve, H.: Samfunnet og arbeiderklassen. Parsons syn på arbeidernes situasjon i lys av marxistisk teori. Oslo: Universitetsforlaget, 1977.

Ve, H.: Sosialisering, kjønn og klasse. In: Kvinnesosiologi, Oslo: Pax, 1977.

2517802

Integrasjon arbeide og læring. (The development of an educational programme to integrate work and theoretical learning.)

NO o 1978- 25100 x 17200

Mellin-Olsen, Stieg;

Inst.: Bergen pedagogiske høgskole (Bergen college of education), Landåssvingen 15, N-5000 Bergen.

social class; social handicap; working class; communication; language barrier; integrated curriculum; learning; transfer of learning; labour;

classe sociale; handicap social; classe ouvriere; communication; barriere des langues; programme d'etudes integre; acquisition de connaissances; transfert pedagogique; travail;

The aim of the project is to fascilitate learning for children with working class background. The content of the educational programme utilizes the specific knowledge, language and background among working class children.

To develop an educational practice, teachers from primary schools, lower secondary schools and special schools are taking part in the project.

2527601

Suldalsprosjektet - Eit opplegg for utdanning, arbeidsliv og kulturaktivitetar i ei bygd i sterk vekst. (Research and development concerning education, economic life and cultural activities in a district with a rapidly increasing population.)

NO o 1976-1980 25200 x 11600 x 11300

Fossåskaret, Erik;

Solli, Arnfinn; (sup.)

Inst.: Rogaland distriktshøgskole (Rogaland Regional College), Box 2540, Ullandhaug, N-4001 Stavanger.

Fin.: Ministry of Church and Education.

rural area; rural development; developing area; secondary education; vocational education; labour; community development; leisure; extra-curricular activities; socio-cultural activities; action research; local community; social change;

zone rurale; developpement rural; zone en developpement; enseignement secondaire; enseignement professionnel; travail; developpement des collectivites; loisir; activites hors programme; activites socio-culturelles; collectivite locale; changement sociale;

Suldal is a municipality in the county of Rogaland (two hours north of Stavanger). There was a decline in the population from approximately 4800 in 1946 to 3650 in 1971. In 1974 the construction work on a comprehensive electric power-plant (Ulla-Førre) was started. This activity will go on until 1990 and with a peak in 1980-83, when 1500-2000 workers are going to be employed there. Mostly all of them are from other regions of Norway, and they have to leave Suldal when the construction work is completed.

The aim of the project is to study the conditions of children and young people during the first part of this construction period. How can public and private institutions in the field of work, education and culture cooperate in an effort to avoid immense social and cultural problems, and on the contrary develop a better community in a period with profound changes in a small community.

The project is an action research programme with different kinds of participation. Representatives of different professions and institutions are invited to cooperate, and meetings are arranged with young people, parents and other interested. Structured and unstructured interviews with employers, employees living in hutted camps, pupils and others to collect information for further initiatives.

2527602

Rødøyprosjektet. (The Rødøy project.)

NO o 1975-1980 25200x 11300 x 27100

Setvik, Ole; Solstad, Karl Jan; Tronvoll, Olav Kvikne; Nilsen, Elisabeth; Andreasen, Arne; Nilsen, Kurt; Ulriksen, Ole; Eilertsen, Tor Vidar;

Inst.: Skoledirektøren i Nordland (Director of Education, Nordland county), N-8000 BODØ.

University of Tromsø

Fin.: Ministry of Church and Education.

basic education; community development; local community; rural school; primary school; lower secondary; rural area; rural development; interuniversity cooperation; organization of research; innovation; school-community relation;

education de base; developpement des collectivites; collectivite locale; ecole rurale; ecole primaire; secondaire premier cycle; zone rurale; developpement rural; cooperation inter-universites; organisation de la recherche; innovation; relation ecole-collectivite;

The aims are (1) to develop a basic education curriculum for rural areas with a scattered population and with schools organised in multi-aged classes also at the lower secondary level. The content should as far as possible reflect the local community. (2) To gain experience in educational research and innovation where several institutions (i.e. central school authorities, local school councils, schools, teacher training colleges and universities) take part in successive planning and follow-up work.

The project is a case study of one municipality (Rødøy), including all eleven school districts which at the upper stage of compulsory education used to be centralized in one. Data is based upon participant observation, interviews and questionnaires to teachers, parents and pupils, school records and tests. The developmental work will also include the design and evaluation of teaching materials suitable for multi-age teaching and materials which stress local themes and problems.

At this stage, efforts have mainly been concentrated on (1), and materials related to the following subjects have been prepared: Sports, social science, language, science and music.

These materials will be evaluated during the last part of the project. A report based mainly on participant observation in two school districts focusing on school-community relations and varieties in socialization opportunities for pupils will soon be published.

Publ.: Eilertsen, Tor Vidar: Rødøyprosjektet skoleåret 1975-76. Undervisning, samarbeide og sosiale tiltak. Vurdering av erfaringene etter ett års avviksordning. Universitetet i Tromsø, 1976.

Eilertsen, Tor Vidar: Om et skoleforsøk i utkantstrøk. Forskningsnytt, vol. 22, 1977:3, p. 25-26.

2527603

Lokalsamfunnet i skolen. (The local community in school.)

NO o 1976-1979 25200 x 11300 x 12100

Aleksandersen, Isak;

Inst.: Skoledirektøren i Finnmark (Director of education, Finnmark county), N-9800 VADSØ.

Fin.: Ministry of Church and Education.

local community; rural area; rural school; primary education; teaching aids; curriculum; action research; decentralization; basic education; textbook; community development; local studies; school-community relation;

collectivite locale; zone rurale; ecole rurale; enseignement primaire; moyens d'enseignement; programme d'etudes; recherche action; decentralisation; education de base; manuel d'enseignement; developpement des collectivites; etudes locales; relation ecole-collectivite;

In the county of Finnmark there have been very little contact between the school and the taechers on the one hand and the local communities on the other. Due to the fact that curricula, textbooks and teaching material in general often have little relevance to the special conditions in the county of Finnmark (Northern part of Norway), a need was felt to change this situation. The teachers are often from other parts of the country and do not know these conditions. The general aim of the project is to develop a school and a staff that in curricula, organization, administration and methods serves and reflects more of the local life and culture.

Innovation groups are established where teachers and representatives from the local communities cooperate in developing curricula, teaching material, textbooks, educational programs etc., reflecting and integrating the different local resources. Textbooks, slides-series and tape-recordings on local history, fishing, whaling, trade and commerce, geology, traditions, nature conservation etc. are developed both locally and at the county's school

administration. In addition, dissemination of ideas from the project to regions and counties in other parts of Norway have been an extension of the project activity.

Publ.: Aleksandersen, Isak: Lokalsamfunnet i skolen, Skoledirektøren i Finnmark, Vadsø, 1977, 17p. + app.

2527604

Lofotprosjektet. (The Lofoten project.)

NO c 1973-1977 25200 x 11300 x 12100

Solstad, Karl Jan; Høgmo, Asle; Lein, Sigurd; Solberg, Bjørn; Tiller, Tom;

Inst.: Institutt for samfunnsvitenskap (Institute of Social Sciences), Universitetet i Tromsø, Box 1040, N-9001 Tromsø.

Fin.: The Norwegian Research Council for Science and the Humanities.

basic education; community development; local community; rural area; rural development; rural school; primary school; lower secondary; teaching aids; curriculum; innovation; project method; school-community relation;

education de base; developpement des collectivites; collectivite locale; zone rurale; developpement rural; ecole rurale; ecole primaire; secondaire premier cycle; moyens d'enseignement; programme d'etudes; innovation; travail sur projet; relation ecole-collectivite;

The aim of the Lofoten project has been to build up an education relevant to the local community, and, as such, an education that is meant to give the pupils conceptual tools for analysing their own material, social and cultural situation. With particular reference to the rural situation, the arguments for developing such an education are outlined by pointing out the impact of a highly standardized education on rural communities, by stressing the general advantages of integrated communities, and by indicating the advantages of locally relevant education. The project is based upon the assumption that a highly centralized and standardized educational system is out of harmony with communities which, according to tradition, culture, communications and economy, are most distant from the urbanized and powerful parts of the country. The general aim of the project is to develop a compulsory school which, regarding content and organization, reflects the local community it serves. In this way the educational system and the school might strengthen rather than weaken these communities.

The actual developmental work is carried out in seven comprehensive schools in Lofoten in Northern Norway. In this region the conflict between the main feature of local economy (the winter cod fishery) and the demands set by a compulsory school seemed to be more apparent than in most other areas.

Generally, the research strategy may be described as generative or participant planning based on close co-operation between researchers and teachers. The work includes developing a non-technological frame of teaching materials and instructional aids. The evaluation strategy (both formative and summative) implied the use of several techniques amounting to a kind of triangulation of "measurements".

The following material have been compiled: (1) Four text-books on a regional level; (2) a teacher's manual; (3) various slide series; and (4) a collection of tape recordings of radio programmes with some relation to Lofoten from 1950 till now. An analysis of factors restricting locally relevant teaching pointed out such factors to be of importance: The idea of a compulsory curriculum (even if formally abandoned), the timetable, budget constraints, cooperation problems and inadequate work attitudes and skills among pupils and teachers.

In this context our experiences indicate the dilemma of planning participatory teaching within a social system that has been developed beforehand to guarantee almost day-to-day learning results.

Publ.: Høgmo, Asle and Solstad, Karl Jan: Lofotprosjektet. Et opplegg for en skole tilpasset lokalsamfunnet. In: Skolens årbok 1974, Oslo, 1974, p. 4475-4494.

Høgmo, Asle and Solstad, Karl Jan: Lofotprosjektet - intensjoner og utviklingsstrategi. Institutt for samfunnsvitenskap, Tromsø, 1975, 204p.

Solberg, Bjørn, Solstad, Karl Jan, Høgmo, Asle and Tiller, Tom: Lofoten - i går - i dag - i morgen. Bodø, 1975.

Tiller, Tom: Arbeidet med lokalt lærestoff i ungdomsskolen. Institutt for samfunnsvitenskap, Tromsø, 1976, 202 p.

Tiller, Tom, Solstad, Karl Jan, Høgmo, Asle and Solberg, Bjørn: Idehefter til "Lofoten - i går - i dag - i morgen". Tromsø, 1976.

Høgmc, Asle and Solstad, Karl Jan: Lofotprosjektet. En skole også for det lokale samfunn. Forskningsnytt, vol. 22. 1977:3, p. 19-22, og 1977:5, p. 24-30.

Høgmo, Asle and Solstad, Karl Jan: Lofotprosjektet. Videreføring og oppfølging. Skolens årbok 1977, Oslo, 1977, p. 5715-5736.

Solberg, Bjørn: Sosialisering og tilhørighet. En litteraturstudie med utgangspunkt i Lofotprosjektet. Pedagogisk forskningsinstitutt, Oslo, 1977.

Høgmo, Asle and Solstad, Karl Jan: The Lofoten Project. Towards a Relevant Education. Scandinavian Journal of Educational Research, vol. 22, 1978, p. 11-45.

2527801

Funksjonshemming, lokalmiljø og skole. (Handicap, local community and school.)

NO o 1977-1980 25200 x 25100 x 18400

Nergård, Jens-Ivar;

Inst.: Institutt for samfunnsvitenskap (Institute of Social Sciences), Universitetet i Tromsø, Box 1040, N-9001 Tromsø.

Fin.: Ministry of Church and Education.

local community; school-community relation; cultural environment; social environment; achievement; failure; handicap; identity;

collectivite locale; relation ecole-collectivite; milieu culturel; milieu social; rendement; echec; handicap; identite;

The project aims at a description of the complex of causes behind failure in school. A central idea is that children's local environment is a significant factor concerning achievement at school, due to the fact that the experiences from the local environment often is in conflict with what the school is expecting. If this discrepancy has an effect upon failure at school, it may be seen as a cultural conflict or cultural problem rather than problems created by intellectual inability or learning difficulties.

Different environments, urban and rural, are represented in the material, often in the form of case descriptions. The methods used are mainly questionnaires and participant observation.

In cases where the differences between the school and their home environment are remarkable, the children experience an identity conflict. In most cases they have an inadequate adaptation both to the school and their local environment. If they adapt to one of these environments, they achieve at the same time incompetency concerning the other. Youth unrest seems to be correlated with lack of competency concerning both school and home environment.

Publ.: Nergård, Jens-Ivar: Identitet, samfunn og skole. University of Tromsø, 1977.
Nergård, Jens-Ivar: Fragments of a general theory of deviance. University of Tromsø, 1978.

2527802

Sosiale sider ved eksisterende tilnærming mellom skole og lokalsamfunn i en del kommuner i Nordland. (Social differences when school and local communities cooperate; three communes in northern Norway.)

NO o 1978-1980 25200 x 25100

Ytreberg, Øyvin;

Inst.: Institutt for samfunnsvitenskap (Institute of Social Sciences), Universitetet i Tromsø, Box 1040, N-9001 Tromsø.

Fin.: Ministry of Church and Education.

local community; school-community relation; social class; social inequality; equal opportunity;

collectivite locale; relation ecole-collectivite; classe sociale; inegalite sociale; egalite de chances;

In periods of economical crisis, there is no need for or possibility to motivate and qualify youth from smaller communes to towns. The ideology shifts from "likeness" to "equal worth", and populistic educational research and innovation is hiding social class differences. Why does this happen, and how is the development?

The sample comprises pupils, teachers, school administrators, parents, workers and businessmen in three communes in northern Norway.

The methods used are surveys, interviews, participant observation, economical analysis etc.

2557801

Arbeidsmarkedet for nye akademikere. (The employment situation for recent university graduates in Norway.)

NO o 1972- 25500 x 17800 x 11300

Skårberg, Kristi; Tamsfoss, Steinar;

Kobberstad, Tor; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd ( The Norwegian Research Council for Science and the Humanities), Wergelandsveien 15, N-Oslo 1.

Fin.: Ministry of Church and Education. and The Norwegian Research Council for Science and the Humanities.

higher education; university studies; occupational choice; labour market; occupational mobility; employment;

unemployment; transition from school to work; occupational research;

enseignement superieur; etudes universitaires; choix d'une profession; marche du travail; mobilite professionnelle; emploi; chomage; passage a la vie active; recherche relative aux professions;

The aim of the study is to investigate how different categories of recent graduates have adjusted themselves to the labour market situation a certain time after graduation. The investigation is repeated annually and aims to provide up to date information about the labour market situation for recent graduates. It is also intended to serve as a basis for further research into problems connected with the transition from being a student to finding employment.

From 1972 to 1976 the investigation has been carried out twice a year. It includes all graduates from the spring term and autumn term respectively from universities and regional colleges. The graduates are approached half a year after graduation. Since 1976 only graduates from the spring term have been considered. For graduates from the spring 1974 a follow-up investigation was carried out 3 years after graduation. The method used is mailed questionnaire.

The half year investigations supply information on the occupation of various categories of graduates, where they work and starting salary, whether they consider their education to be relevant to the work they are doing, and how they consider the labour market situation generally for graduates in their own field. The foolow-up investigation provides information on increase in emplyment rate, salary increase and mobility.

Publ.: Skårberg, Kirsti: Arbeidsmarkedet for nye akademikere våren 1976. Melding 1977:1, NAVF's utredningsinstitutt, Oslo 1977, 54p.
Skårberg, Kirsti: Arbeidsmarkedet for nye akademikere høsten 1976. Melding 1977:4, NAVF's utredningsinstitutt, Oslo 1977, 62p.
Tamsfoss, Steinar and Skårberg, Kristi: Arbeidsmarkedet 3 år etter eksamen for akademikere fra vårkullet 1974. Melding 1978:3, NAVF's utredningsinstitutt, Oslo 1978, 108p.

2577601
Sosio- og mentalhygieniske problemer hos unge i Vest-Norge, Vest-Danmark og Island. (Social behaviour and problems of youth in Norway, Denmark and Iceland. A comparative study.)
NO o 1974-1979 25700 x 16300 x 17700
Befring, Edvard; Damsgaard, Bjørn; Sørensen, Peer Møller;
Inst.: Statens spesiallærerhøgskole (The Advanced College of Special Education), Granåsen 4, N-1347 Hosle.
Fin.: Ministry of Church and Education.
youth; youth attitude; teacher-pupil relation; leisure; social adjustment; emotional adjustment; sex; sexual ethics; narcotic; religion; Denmark; Iceland; Norway; comparative analysis;
jeunesse; attitude de la jeunesse; relation maitre-eleve;

loisir; adaptation sociale; adaptation affective; sexe; ethique sexuelle; stupefiant; religion; Danemark; Islande; Norvege; analyse comparative;
Background and aims of the project are (a) to analyse main characteristics of behaviour, opinions and attitudes of youth in relation to family-life, school, leisure-time activities, church, sex, different drugs etc. (b) To study relations between empirical indicators of social and emotional problems, and a lot of educational and social variables. (c) To perform comparative analysis between "youth-characteristics" in three countries.
The project is performed as a questionnaire study of youth in secondary schools (13-15 years of age), and teacher ratings of the same pupils. The total sample comprises 2010 pupils (Norway 910, Denmark 650 and Iceland 1450).
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Agervold, M.: Erhvervsønsker - erhvervsmuligheder, Nordisk Psykologi, vol. 29 , 1977:4, p. 257-268.
Allbjørk, H.: Ungdom og kriser, Aarhus: Psykologisk institut, 1976.
Befring, E.: Vold i skolen, Uddannelse, vol. 9 , 1976, p. 129-139.
Damsgaard, B.: Præliminær rapport om mentalhygiejniske problemer, Aarhus: Psykologisk institut, 1975.
Frederiksen, V.: Fritid - en symptomarena, Aarhus: Psykologisk institut, 1976.
Frederiksen, V. and Sørensen, P.M.: Ungdom, uddannelse og fritid, København: Munksgaard, 1978.
Hessellund, H.: Sociosexuelle erfaringer hos skoleungdom, Aalborg: Aalborg Universitetscenter, 1977.
Hessellund, H.: Aspekter af trivsel og præstation i skolen, Skolepsykologi, vol. 14 , 1977:4, p.245-336.
Jespersen, E.: Unges forhold til idræt, Aarhus: Psykologisk institut, 1978.
Kofoed, L.: Brug af alkohol, Aarhus: Psykologisk institut, 1976.
Larsen, J.: Ungdom og kriminalitet, Aarhus: Psykologisk institut, 1976.
Pedersen, J. R.: Mobning, Aarhus:Psykologisk institut, 1976.
Sørensen, P. M.: De 14-åriges fritid i Midtjylland, Aarhus: Psykologisk institut, 1976.

Publ. from the study of youth in Norway:
Befring, E.: Status- og perspektivrapport fra prosjektet Ungdom i en vestlandsregion, Aarhus: Psykologisk institut, 1974.
Damsgaard, B.: Ungdomsopprøret i et sosialpedagogisk perspektiv, Oslo: Pedagogisk forskningsinstitutt, 1974.
Lødemel, M., Osnes, H. and Otnæs, J. O.: Ei gransking av 15-åringar sine planar for utdanning, yrke og busetting, Oslo: Pedagogisk forskningsinstitutt, 1976.

Publ. from the study of youth in Iceland:
Gustafsson, J.: Ansatser til en analyse af nogle aspekter af den islandske familie og de unge i Reykjavik, Aarhus: Psykologisk institut, 1977.

Jonasson, P.: Ungdomskriminalitet i Reykjavik. Aarhus: Psykologisk institut, 1978.
Ragnarsson, A.: Tabere i skolen = social skævhed. Aarhus: Psykologisk institut, 1978.
Sigurgeirsson, A.: Ungdom og seksualitet, Aarhus: Psykologisk institut, 1977.

2577801

"Kommunal fritid" - Undersøkelse omkring barne- og ungdomsarbeid i offentlig regi. (Municipal youth activity centres.)

NO o 1977-1980 25700 x 11600 x 15500

Heyerdahl, Jens Petter; Lie, Suzanne Stiver; Billing, Greta; Viken, Arvid; Gravaas, Arvid; Kolstad, Helge;

Inst.: Statens ungdoms- og idrettskontor (State Office for Youth and Sport), Osterhausgt. 9, N-Oslo 1

Fin.: Ministry of Church and Education.

cultural activities; youth; urban youth; youth club; youth policy; community centre; local community; socio-cultural activities; leisure;

activites culturelles; jeunesse; jeunesse urbaine; club de jeunes; politique de la jeunesse; centre communautaire; collectivite locale; activites socio-culturelles; loisir;

The project is a socio-cultural study of municipal youth activity centres (i.e. activity centres for the young who do not fully take part in traditional cultural activities). It includes a study of the national extent, as well as local structure, management, finance and organization. The project also includes the analysis of goals and objects, official and different private expectations to municipal youth activity centres.

Phase one is a survey directed to all municipalities registering extent of municipal youth activity centres.

In phase two of the project questionnaires are sent to all municipalities with established youth activity centres: 1) The municipal board of cultural affairs (political body); 2) The administration of cultural affairs; and 3) The staff in charge of local municipal youth activity centres.

Phase three is personal interviews with parents, young people, social workers and "culture-workers" in selected areas and cities.

2717801

Sammenheng mellom forskningsvirksomhet og lederopplæring. (Connection between research and management education.)

NO c 1976-1978 27100 x 19100 x 12900

Lagset, Einar;

Inst.: NTNF - Etterutdanningsavdelingen (fxf - Educational department), Forskningsveien 3b, N-Oslo 3.

Fin.: The Norwegian Council for Management Development.

management; management education; organization of research; research project;

gestion; formation a la gestion; organisation de la recherche; projet de recherche;

Many researchers in non-university research institutes continue later in their career in positions with high managerial responsibility. The aim was to throw light on the learning process during their research activity.

Researchers and managers in the NTNF-system were interviewed and followed up by process studies.

Research of the actual type is normally organised as projects. The climate in and management of the projects are essential. Systematic methods to develop the projects to cover the learning aspect in a better way are described.

Publ.: Lagset, Einar: Sammenheng mellom forskningsvirksomhet og lederutvikling. Nordic management conference, Oslo 1977.
Lagset, Erling: Forskningsledelse - en selvfølgelighet eller en utfordring. Nordic management conference, Helsinki 1979.
Lagset, Einar (ed.): Prosjektet som lærested. NTNF 1979.

2737601

Allmugeskolens utvikling i Noreg 1739 -1828. (The development of the elementary school in Norway 1739 - 1828.)

NO o 1970-1979 27300 x 11300

Tveit, Knut;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities. and University of Oslo

history of education; local studies; statistical data; Norway; historical method;

histoire de l'education; etudes locales; donnees statistiques; Norvege; methode historique;

The aim is to trace the development of the elementary school in Norway in the cities and the countryside in the period 1739 - 1828. When was the school introduced in the different municipalities? How many children were in the school, what subjects were taught and where the schools were located, in a permanent school-building or as a mobile school? The study of the teaching staff is also of interest, and variables like age, education, salary and additional occupations or functions will be described.

The sample consists of 111 municipalities in rural areas and 23 towns. Data is from school statistics and historical sources.

Publ.: Tveit, Knut: Biskop F. J. Bech og arbeidet hans for allmugeskolen og lærarutdanninga. Oslo: Universitetsforlaget, 1970, 194p.

2737801

Det norske utdanningssystem fra 1945 til 1975. (The Norwegian educational system from 1945 to 1975.)

NO c 1976-1977 27300 x 11100 x 26400

Telhaug, Alfred; Kjøl, Per;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities.

School system; system of education; history of education; reform of education; political party;

systeme scolaire; systeme d'enseignement; histoire de l'education; reforme de l'enseignement; parti politique;

The aim was to describe the main trends in the development of the Norwegian educational system in the post-war period.

Publ.: Telhaug, Alfred Oftedal and Kjøl, Per: Det norske utdanningssystemet i tidsskrifter og dagspresse. Tidsskrift for samfunnsforskning, 1977:2.
Telhaug, Alfred Oftedal and Kjøl, Per: Norsk skolepolitikk i etterkrigstida. Skole- og utdanningspolitikken i partiprogrammene fra 1945 til 1977. Oslo: Universitetsforlaget, 1978.

2737802

Skolesoga for Gudbrandsdal. (School history of Gudbrandsdal.)

NO o 1977-1980 27300 x 12600 x 25100

Røger, Hallvard;

Inst.: Oppland distriktshøgskole (Oppland Regional College), Box 193, N- 2601 lillehammer.

Fin.: The Norwegian Research Council for Science and the Humanities.

history of education; local studies; local community; tradition;

histoire de l'education; etudes locales; collectivite locale; tradition;

The aim of the project is to study cultural traditions concerning education in local communities in Gudbrandsdalen.

200 elderly persons from 12 municipalities are interviewed on their own school-time experiences. Written sources are used in addition to this.

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